



## Montessori Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY259880
<b>Inspection date</b>	10 March 2006
<b>Inspector</b>	Nicola Jayne Pascoe
<b>Setting Address</b>	Montessori Nursery, Longstone Hill, Carbis Bay, St. Ives, Cornwall, TR26 2LJ
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Montessori Nursery is one of two privately owned nurseries run by Mrs Alison Fujiwara. It opened in 2003 and operates from the old Lloyds Bank building in Carbis Bay. It is situated near to St.Ives, in Cornwall. A maximum of 28 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 16:30 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 92 children aged from 2 to under 8 years on roll. Of these 56 children receive funding for nursery education. Children come from the local and surrounding areas, the nursery currently supports a number of children with special educational needs.

The nursery employs five staff. Three members of staff, including the manager hold appropriate early years qualifications. One member of staff is currently attending relevant training. The setting receives support from the local authority and Chy Carn Sure Start.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children benefit from following clear and consistent hygiene routines. They wash their hands regularly and at appropriate times, for example before snacks and meals and after messy play. Through discussion children are developing a sound understanding of why following such practises has a positive impact on their health. They have use of clean premises, toys and equipment. Children eat healthy and nutritious snacks, such as a selection of fresh fruit, crackers and crepes, which are provided in sufficient quantities. Fresh drinking water is made readily available for all children, who are able to help themselves when they are thirsty. Lunch boxes are stored in the nursery room on a trolley. Staff rely on parents to notify them if items require storing in the refrigerator.

Children are able to play outdoors each day to enjoy fresh air and physical exercise. Children run, jump, ride bikes and play games outdoors. They move confidently and with control. They enjoy music and movement indoors on a regular basis. Children's medication is stored appropriately and is administered and recorded as required. There is a sufficient number of staff who have completed paediatric first aid training. Accident records show that injuries are treated appropriately and that parents are kept informed. Suitable procedures are followed to care for sick children and prevent the spread of cross-infection.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from the use of a child-centred, safe and secure environment. The room is organised well to provide comfortable areas for children to rest and play. Toys and resources are freely accessed by all children, as they are kept in low storage units, which are clearly and appropriately labelled.

Children's safety is maintained as staff follow a written daily risk assessment before children arrive, to ensure the premises and equipment are safe for children's use. The premises are kept secure at all times and children are closely supervised. Suitable procedures are followed to ensure that children are collected by authorised persons only. Appropriate fire procedures are in place and children practise regular

fire drills.

Children are safeguarded by the staff's knowledge of child protection procedures. There is a written policy available for parents. Staff are familiar with the relevant publications, action to take and agencies to contact if necessary. Visitors entering and leaving the premises are monitored well.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

All children are busy, interested and involved in a range of worthwhile and purposeful activities. They enjoy time to play individually and as part of a group. Staff offer appropriate levels of support and interaction, praise and encouragement. Children have developed strong and trusting relationships with adults and other children. They chat freely with one another and are confident to ask for help, express their needs and describe their experiences.

Children follow a familiar daily routine, which provides them with a sense of security and a broad and balanced range of activities. Children participate in enjoyable opportunities to play and learn. They benefit from free access to a wide range of toys and resources and are also involved in planned adult led activities. Children make regular use of the indoor and outdoor environment to learn about the local community and wider world.

Nursery education.

The quality of teaching and children's learning is satisfactory. Children follow planned activities, which are intended to promote specific areas of learning. However, children's individual observation and assessment records are not used effectively by staff, to identify abilities and establish targets for progress. Staff do not obtain sufficient levels of information about what children know, understand and can do on entry to the setting. But the key worker system ensures that children's individual preferences are respected. Staff interact well and support children by encouraging and praising their efforts.

Children are able to develop their independence within the nursery room. Resources are stored in low, labelled storage units and toilet facilities are freely accessed. Children are well behaved, polite and kind to others. They listen and concentrate well at group discussion time. Children are actively involved in tidying away when they have finished an activity. They make good use of the indoor and outdoor environment to develop their physical skills.

Children enjoy regular opportunities to count, identify numerals and associated objects and recognise shapes and colours. They explore changing consistencies and textures through regular cooking activities, when they make different foods from around the world. Staff promote children's language and communication skills, through daily group discussion times and planned one to one activities. Children participate in daily creative activities such as manipulating and shaping dough with a range of tools, making animal masks, creating stuffed snakes and developing their

individual ideas through use of collage, painting and drawing. They express themselves freely through dance and role play.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are confident, settled and happy. They enter the setting eagerly and cheerfully. Children have formed strong and trusting relationships with staff and other children. A key worker system is in place and is used to ensure children's specific needs are identified and are shared between staff and parents. Staff are good role models and children respond well to follow their examples. As a result, children are well behaved, polite and demonstrate good table manners.

Children explore and celebrate their own and different cultures, beliefs through planned activities. They do not have free access to a suitable or sufficient range of resources with which to promote a positive awareness and understanding of people's differing abilities. However, staff have plans to purchase appropriate equipment, with use of recently acquired grant funding. Children with special needs are fully included in all activities and are supported well by the nursery special needs co-ordinator.

The partnership with parents is satisfactory. Staff are aware of the importance of sharing information regularly with parents and of how this positively impacts on children's well-being at the nursery. Information is shared verbally with parents on a daily basis. However, staff do not provide opportunities for formal parents meetings, in order to share information regarding children's progress and achievements. A sufficient range of written policies and procedures, a prospectus and regular newsletters are freely available to parents. Children's work is displayed for all to admire. The nursery fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is satisfactory.

Children attending the nursery benefit from the ability of staff to provide a well-organised environment. Children can move safely and freely indoors. Suitable contingency arrangements are in place to provide emergency cover. However, the registered person has not provided sufficient levels of induction, for the manager to operate the nursery effectively in her absence.

Children's records and nursery documentation is stored securely and confidentiality is maintained. Staff demonstrate an awareness of the importance of updating records regularly and of storing these records for an appropriate length of time. Support is welcomed from external agencies. However, staff appraisals are not used to monitor and assess the effectiveness of the setting.

The leadership and management of the setting is satisfactory. However, the registered person has not notified Ofsted of the recent change of manager. The

manager is organised and effective in her day to day organisation of the setting. However, staff are not confident to implement the nursery planning, observation and assessment records effectively. One member of staff has attended recent Birth to three matters framework training, but staff do not demonstrate confidence in their knowledge of how to implement this. However, children are well cared for, happy and content. They are all busy and occupied in enjoyable and worthwhile activities. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was required to seek and obtain information about children's individual needs, improve the range of resources that promote equality of opportunity and anti-discriminatory practice, showing positive images of people with disabilities and ensure that children's behaviour is handled consistently and positive behaviour is encouraged.

Enrolment forms now detail children's individual needs and staff are familiar with children in their key worker group. As a result, children's individual needs are identified and respected by staff. A suitable range of resources are now available to promote a positive awareness and understanding of their own and different cultures and beliefs. However, resources for the promotion of differing abilities are not yet available, but suitable items have been identified to purchase with grant funding. Consequently, children have developed their understanding and awareness of different cultures and beliefs, but are not familiar with people's differing abilities.

There is an appropriate behaviour management policy in place, which is followed by staff, who are good role models. There is effective use of age appropriate and positive methods. As a result, children demonstrate good standards of behaviour.

### **Complaints since the last inspection**

Since April 2004 Ofsted has received two concerns.

In January 2005 a concern was raised under standards 10 and 12, Special Needs and Working in Partnership with Parents. We asked the provider to investigate and report back. The registered person reported back and sent in copies of all relevant documentation. Ofsted are satisfied that the registered provider was complying with National Standards and the provider remains registered.

In October 2005 a concern was raised under standards 1, 3, 7, 8, 10, 11 and 12, Suitable Person, Care, Learning and Play, Health, Food and Drink, Special Needs, Behaviour and Partnership with Parents and Carers. An unannounced visit took place and actions and recommendations were set. These required the registered person to ensure that robust procedures are in place to appoint and vet staff and ensure their ongoing suitability, to ensure that written records of medicines administered to children, and all accidents, are kept and are available for inspection, to ensure staff have regard for the special educational needs code of practice and that they work in partnership with parents and any third parties, to ensure that all

incidents are recorded and parents are informed of the incident on the day, to update the complaints procedure, to ensure that records relating to individual children are retained for a reasonable amount of time and are available to early years childcare inspectors and to ensure that Ofsted is informed of any significant events.

It was recommended that the setting encourage all children to access food and drink in adequate quantities for their needs, and inform parents, who provide packed lunches, of what can be stored safely and to ensure parents have access to all updated policies and procedures.

Ofsted wrote to the registered person requesting they provide us with a report. A review of the report identified that the National Standards continue to be met and no further action was taken. The registered person remains suitable for registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the planning and provision of activities to help promote younger children's development in line with the approach described in the DfES publication "Birth to three matters"
- ensure that Ofsted is informed, either in advance or as soon as is practicable, but no later than 14 days after the event has occurred, of any changes which relate to requirements stated in the National Standards and improve the management systems for the overall operation of the nursery, to provide delegation of responsibility in times of absence of the registered person.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- implement initial child profiles and improve the planning, observation and assessment records, to ensure that staff are familiar with children's individual abilities and have identified appropriate targets for their future progress in their learning and development. Ensure these records are shared regularly

and appropriately with parents

- develop and implement effective procedures to ensure that staff receive appropriate levels of induction and regular and effective appraisals, in order to monitor and assess the effectiveness of the provision of care and nursery education.

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