



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113380

DfES Number: 549022

### INSPECTION DETAILS

Inspection Date 08/12/2004  
Inspector Name Felicity Gaff

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bobtails Montessori Nursery School  
Setting Address Adversane Hall  
Adversane Lane, Adversane  
Billingshurst  
West Sussex  
RH14 9JN

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Eleanor Bradley and Patricia West  
Address Adversane Hall  
Adversane Lane, Adversane  
Billingshurst  
West Sussex  
RH14 9JN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bobtails Montessori Nursery School is privately owned. It opened in 2000 and operates from a community building in the village of Adversane. A maximum of 14 children may attend the nursery school at any one time. It provides sessional care on Mondays to Fridays during term times. All children share a small outdoor play area.

There are currently 34 children on roll. Of these 17 receive funding for nursery education. The Montessori nursery serves families from the local rural area. The nursery school currently supports one child with special educational needs and also one child who speak English as an additional language.

There are 6 members of staff, of whom five hold appropriate early years qualifications. The sixth and three students are working towards a qualification.

The nursery receives regular support from the Early Years Development and Childcare Partnership and holds the West Sussex Quality Assurance Kitemark. All staff undertake first aid and child protection training, they also attend further professional training to enhance their knowledge and awareness.

The Nursery school uses the Montessori method of education.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Provision for nursery education at Bobtails Montessori Nursery School is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Staff use the Montessori system of education flexibly to meet the needs of all the children attending. They understand how to adapt it to ensure all areas of learning are covered. The co-managers plan topics and activities very well to support less-experienced staff and to promote effective learning. For example, the celebration of Divali included setting up a highly attractive visual and tactile display, including children's art work, as well as organising a visit to a Hindu temple. Staff have high expectations of what children will achieve and use a detailed assessment system to monitor the progress they make. They provide good support to children with special educational needs and to those with English as an additional language. A small group activity did not fully involve all the children all of the time.

Leadership and management of the nursery school is very good. The co-proprietors provide a very strong example of skilled teaching on which staff model their own styles. They encourage staff to undertake training and support them well with detailed planning to ensure consistently high quality provision. They provide good information to parents about the nursery education provided and respond positively to feedback from parents to ensure they are meeting their needs. For example, they plan to produce a video for parents showing how children make progress in the nursery school towards the early learning goals.

Partnership with parents is very good. Parents receive good information about the nursery before children start. Staff provide daily informal updates on children's progress as well as a yearly written report. Parents value the small size and friendly atmosphere and feel their children are valued as individuals.

### What is being done well?

- Staff support children with special educational needs very well. They undertake training and liaise closely with parents to ensure needs are understood. They modify the activities they offer imaginatively, for example, they reduced a child's frustration and helped the acquisition of fine motor skills by modifying a threading task.
- The provision for imaginative role play is excellent. Staff provide good resources, discuss how they can be used with the children and use photographs of children playing as reminders. They join in children's play and use high-level questioning techniques to encourage children to think and to develop their understanding.
- Staff use the structured Montessori materials effectively to help children

develop their mathematical skills. Plans identify clearly how materials should be presented which ensures effective teaching. For example, a child was able not only to name a square but also to identify the corners and edges and to show that it wouldn't roll in order to demonstrate why it couldn't be a circle.

- Staff organise resources very well to promote children's independence and foster their self-confidence. Play materials are displayed accessibly on open shelves. Staff attach photographs of the shelves neatly arranged to help the children remember how to replace their toys.
- Parents receive good information about the foundation stage of education, for example they were able to attend a video presentation. Following feedback from the parents, staff intend to make their own video so that the information they offer is directly related to the service they provide.

#### **What needs to be improved?**

- the organisation of small group activities to maximise the time all children are actively involved.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. At the last inspection the setting was asked to use the stepping stones in planning to identify intended learning outcomes and in assessments to monitor progress. Staff have now modified planning and assessment procedures. Plans clearly identify learning intentions and are closely linked to the stepping stones. They show the resources required and how activities will be presented to ensure children make good progress. Staff make regular observations of what children do and understand and progress is recorded using the West Sussex Developmental Record.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children feel secure in the warm, caring atmosphere and the consistent rhythms and routines. They form very good relationships with the staff and each other. They develop high self-esteem as they select their own play materials, create their own imaginative role plays and solve their own problems. They have excellent opportunities to learn to respect the cultural diversity of modern Britain. Children know what is expected of them and behave very well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop high quality language skills, for example, a child was able to explain why a shape is a square and not a circle by describing its properties. They learn to recognise sounds in words and relate these to letter shapes through the structured, multi-sensory Montessori system. Older children begin to read simple books and form letter shapes correctly although they do not often use letter names or capital letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count during regular group activities and use their number knowledge in their play. Staff use everyday opportunities very well to help children understand how numbers are used for real purposes. Children develop a good understanding of shape and space through carefully planned work with the structured Montessori materials, as well as through practical activities such as watching and measuring the growth of plants.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many exciting, first-hand experiences to find out about the world around them. For example, they care for caterpillars from hatching to becoming butterflies and also visit a butterfly farm. They respond with awe and wonder as they care for animals or gaze at the candles in a very well-presented Divali display. They learn about how things work as they play with remote controlled cars and use tape players.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children start each session with an enjoyable 'Brain Gym' activity. Staff use the limited space imaginatively to provide children with physical challenges. Children develop a sense of space, for example, through playing with large boxes or mirrors. They learn how to care for themselves as they listen to well-told stories linked to practical real-life activities. For example, they enjoyed sharing a humorous book called 'Wash Your Hands' shortly before cooking.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use a range of media to create in two and three dimensions. They take delight in their achievements as, for example, when painting a large co-operative picture outside. They respond with joy and enthusiasm during very well-presented singing times. They engage in very high quality role play, skilfully led and developed by staff, as well as in extended, satisfying 'small world' play, for example, with Brio trains.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- Improve the organisation of small group activities to maximise the time all children are actively involved.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*