

Market Harborough Montessori Nursery

Inspection report for early years provision

Unique reference number EY339004
Inspection date 11/03/2011
Inspector Sue Rogers

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Market Harborough Montessori Nursery has been operational since 2000 and re-registered at the current premises in 2006. It operates from a purpose-built modular building in the grounds of St Joseph's Roman Catholic Primary School in Market Harborough, Leicestershire. The setting opens term time only Monday to Friday and sessions are from 9am until 4pm. All children have access to a safe and secure outdoor play area.

A maximum of 30 children aged from two to eight years may attend the setting at any one time and the setting currently admits children aged from two to four years. There are currently 39 children on roll, all of whom are in the early years age group. The setting is in receipt of funding for early education places. Children attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities, and who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff, including the manager. Of these, one member of staff has a qualification at level 6 and has qualified teacher status, one member of staff has a qualification at level 5, two members of staff have National Vocational Qualifications (NVQs) at level 3 and one member of staff has a NVQ at level 2 and is working towards a NVQ at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well settled, happy and comfortable with their routines which contribute towards their positive progress in their learning and development. They enjoy a wide range of stimulating and interesting activities that help them to learn and develop through play. Staff have established a good system for measuring the effectiveness of the setting, which includes the opinions and needs of children, parents and staff. Outstanding partnerships with additional agencies and parents ensure that children's individual needs are consistently considered. Children's welfare is supported well through a largely good range of safeguarding measures. The manager and staff are continually seeking ways to improve the provision and outcomes for children, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessments to include information of who conducted it, date of review and

01/08/2011

any action taken following a review or incident.
(Documentation)

To further improve the early years provision the registered person should:

- link the outdoor and indoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children are well protected well as staff have a strong understanding of safeguarding issues. They adhere to clear procedures, are fully trained and work very effectively with parents to protect children. Clear vetting procedures ensure that all staff working with children are suitable and qualified to do so. Staff are supported in their professional development and have completed training to enhance their knowledge. This benefits the children because the staff team are well equipped to contribute new and fresh ideas to the setting. Although thorough checks of the premises are carried out on a daily basis, the annual risk assessment documentation is not always signed by staff, which is a breach of requirements. Staff support children well as they play, through explanations and offering additional challenges so that they are encouraged to measure risks and further their learning.

Children's learning records are well presented and are informed by the highly effective links with parents and additional agencies. The setting has established outstanding partnerships with outside agencies, gaining the support of other professionals to cater for the needs of all children. Staff have highly effective strategies in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. Parents enjoy excellent levels of communication with the setting's staff and appreciate the support that is offered to them and their children. They comment very positively that they have full confidence in the care that their children receive.

A broad range of play resources that give positive representations of different cultures and traditions promote children's understanding of the needs of others. These encourage children to develop positive attitudes to equality and diversity and contribute very well towards their skills for the future. The setting is well organised, with the placement of equipment and resources being regularly reviewed so that staff can respond to children's changing needs and their learning preferences. The system for evaluating the effectiveness of the setting is developing well and includes the views of parents and children. Their opinions are actively sought through discussions and questionnaires and an enthusiastic staff team use these to build their action plans for future improvements.

The quality and standards of the early years provision and outcomes for children

Children make good progress due to individualised support provided by staff. Staff are knowledgeable and carefully support children's learning by listening to each child's needs and responding to children's spontaneous discoveries. For example, when children discovered a ladybird in the outside play area, they were inspired to create their own painted images that represented the insect with the assistance of staff. Children learn about the world around them because they are encouraged to explore the outdoor area and observe the wildlife. Children visit shops and the post office, which gives them opportunities to understand their local community. Children who speak English as an additional language have their cultures celebrated sensitively, which raises the awareness of other children in the group about the wider world. They are forming firm friendships with each other and demonstrate a strong sense of responsibility by behaving responsibly and tidying away resources at the end of the session. Children have a good appreciation of healthy eating and enjoy snacks of fruit and wholemeal bread drink plenty of water and milk. Parents are also given advice on healthy eating, which promotes children's healthy choices further.

There are many opportunities throughout the sessions for children to develop their communication skills and as a result children speak confidently to one another. They talk clearly and listen attentively during story time and can access a book of their choosing from the wide range available. They use their broad vocabularies to describe what they are doing during imagined play opportunities. Children recognise numbers as they use a toy cash register and understand that money is used for payment and practise counting coins.

Children's physical skills are promoted well because they access the outdoors regularly throughout the session. Children use wheeled toys, balance on beams and climb using a range of challenging equipment. Although the setting extends children's learning and development in a welcoming and caring environment, currently the indoor and outdoor environments are not linked. This limits children's free movement between these spaces during activities. Children explore creative opportunities as they experiment with images of their own choosing, using a variety of paints and textures. Children's individual assessments are well documented, match their achievements against individual areas of learning and plan for their next steps. Highly effective partnerships with parents encourage their active involvement in their child's progress. Many parents frequently contribute towards their child's assessments and daily diaries and exemplary methods of keeping parents informed encourage children's positive progress. Staff demonstrate high levels of commitment when working with additional agencies, engaging skilfully with other early years settings and supporting children's transitions as they move into mainstream schools. Overall, children are well prepared for the next stage of learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met