

Montessori Nursery

Inspection report for early years provision

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Inspector Lynne Bowden

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Type of setting Childcare - Non-Domestic

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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

Montessori Nursery is privately owned by Mrs Alison Fujiwara. It operates from the old Lloyds bank building in Carbis Bay. All children have access to a secure and enclosed play area. The premises are fully accessible. The nursery supports children who speak English as an additional language.

The nursery is registered to provide 28 places for children aged two to under eight years old. Children can attend for a variety of sessions. The nursery opens five days a week all year round. There are currently 45 children attending who are within the early years age range, and some also attend other settings. The nursery is registered on the Early Years register and the compulsory part of Childcare Register. Children who attend come from a wide area.

Five staff plus the owner work with the children. All have early years qualifications. The nursery follows Montessori principles and provides funded early education for three and four-year-old children. The nursery receives support from family services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and develop confidence at this nursery. Staff plan and provide a wide range of activities which interest children and promote their learning and development. The staff are aware of most of the nursery's strengths and weakness, enabling them to continue to develop the provision. Their hygiene practices are generally good and overall, diversity is well promoted with parents kept well informed about the nursery and their children's activities. The staff have an effective system to share information with local schools to support children's transitions, although partnerships with other providers of the Early Years Foundation Stage are not fully in place.

What steps need to be taken to improve provision further?

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

- improve hygiene procedures
- plan an environment that is rich in signs, symbols, notices, words, rhymes, books and songs that take into account children's different languages.

The effectiveness of leadership and management of the early years provision

The nursery has an effective recruitment and vetting procedures which helps to ensure that children are cared for by suitable and qualified staff. There is a comprehensive safeguarding children policy and all staff have attended training on this issue. The premises are secure with systems in place to monitor visitors. Detailed records of regular fire drills enable staff to identify and resolve any issues. Risk assessments are regularly carried out to keep the environment safe. Sufficient staff hold paediatric first aid qualifications. Staff remind children to wash their hands at appropriate times, but the shared use of a towel to dry everybody's hands, increases the risk of cross-infection.

Parents are kept informed about their children's activities through informal feedback each day, along with parent evenings each term and their children's learning journals are available for parents to see at any time. The nursery shares information with local schools to support children's transitions to them. They are aware of the importance of sharing information with other providers of the Early Years Foundation Stage to promote continuity of care and consistency of learning and development, but have not yet managed to establish effective partnerships with them.

The staff are committed to improving their nursery and have taken steps to address the recommendations made at their previous inspection, resulting in improved safety measures and partnership with parents. Staff plan and provide a range of activities that meet individual children's abilities and make good use of resources to extend children's learning. Bilingual staff use their experience and knowledge to support children who speak English as an additional language. However, they do not make full use of this resource to increase the children's awareness of the variety of language and script, by using them in the environment. In addition they do not fully share information about the range of cultures and their related special celebrations with the children. Resources include positive images of people from different cultures and with physical disabilities.

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

Children happily enter the nursery and greet staff and friends. They make good progress in all areas of learning. Daily access to the outdoor play area enables children to enjoy the fresh air in a variety of weathers. They learn about the environment as they enjoy their outdoor play and have opportunities to learn about seasons and where food comes from, through the growing of fruit and herbs as well as flowers.

Children develop confidence and physical strength as they climb and use the slides and coordination as they learn to pedal and steer tricycles and cars. Children develop coordination and awareness of space and size as they use blocks to create

patterns and learn about and identify a variety of shapes. They develop a strong sense of independence and responsibility, with the older children confidently helping and supporting their younger friends. Children become aware of difference and diversity through their access to resources showing positive images of people from a variety of cultures and with physical disabilities. Children who speak English as an additional language enjoy recognising their home language when they hear it sung and spoken on music tapes. They generally speak English clearly and when asked, happily try to tell staff words in their home language. Children work well together and play cooperatively. They hold doors open enabling other children to carry extra water outside for them all to use for a painting activity. Children develop their imaginations as they create scenarios together and organise imaginary bus journeys, fluently expressing their ideas.

They begin to learn good hygiene practices as they happily go to wash their hands before meals. Children enjoy the sociable experience of lunch times as they all sit around the tables together and eat and discuss the packed lunches that they have brought in. They confidently serve themselves their snacks of fresh fruit, crackers and milk or water after which they wash up their own plates and cups. Children show that they are aware of the dangers of matches and fire as they discuss how matches can only be used by adults, while watching an experiment. They become familiar with the evacuation procedure through their participation in regular fire drills. Children are well behaved and follow the well-established routines at the nursery, such as putting resources away before moving onto another activity. This along with their growing communication and skills equips them with skills for the future.

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	3
The effectiveness of the setting's engagement with parents and carers	2

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