

Mini Montes

Brighton & Hove Montessori School, 67 Stanford Avenue, BRIGHTON, BN1 6FB

Inspection date

12/03/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The quiet and gentle atmosphere provides children with an environment that helps them to concentrate. This supports their learning and also helps children to settle quickly and calmly.
- Resources are organised so that children can help themselves safely. This helps all children to make choices freely and to become more independent
- The interaction between children and staff is tender and calm. They establish warm and caring relationships and this helps children to feel safe in the setting.

It is not yet outstanding because

- staff miss opportunities to use the local environment to support children's developing knowledge and understanding of the world.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the manager and a member of staff.
- The inspector observed activities provided and the staff's interaction during these.
- The inspector took account of the views of parents spoken to on the day.
- The inspector sampled relevant documentation.
- The inspector invited the manager to carry out a joint observation.

Inspector

Stacey Sangster

Full Report

Information about the setting

Mini Montes registered in 2012. It is part of Brighton and Hove Montessori School, which operates under a separate school registration. The premises is a large Victorian house over two floors. Mini Montes runs from the basement /lower ground floor, alongside the facility for three- and four-year-olds who receive funded early education. The premises is accessed via steps through the rear garden. Children have access to a shared outside play area.

The setting is registered on the Early Years Register. It is open each weekday from 9am to 12.15pm during term time only. Currently there are 35 children on roll aged from two to three years. The nursery is able to support children who speak English as an additional language. There are four staff working with the children and three of these hold appropriate early years qualifications. Mini Montes operates in line with the Montessori educational philosophy.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider ways to increase children's understanding of the world, for example by going on outings around the local community to shops and parks.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of the educational programmes in this setting is good. Children develop a wide range of skills as they work through the pre-prepared Montessori activities. These activities very effectively support the three most important areas of children's learning, which include communication, physical and social skills. The development that children make in these areas helps them to make good progress in all other areas of learning.

The staff are well qualified and demonstrate a good understanding of how children learn. Consequently, the quality of teaching is good. Staff carefully model how to complete a task, often in silence, and children show high levels of concentration during these demonstrations. Learning is predominantly child lead. Children choose the pre-prepared activity that they want to complete and work with the equipment at their own pace. This enables them to develop confidence and increase their independence. All children move with care and control, selecting prepared activities such as rice pouring. They demonstrate excellent physical control when taking part in such activities.

Throughout the session, children are consistently engrossed in learning through play and the atmosphere is peaceful and quiet. Staff encourage children to express their thoughts and ideas openly. They sing spontaneously and teach adults the words to the songs, which they then sing together. All of this positively contributes to the children's increasing listening and attention skills, as part of their communication and language development.

In the garden children delight in exploring nature, for instance, as they hold icicles and watch them melt. They look at the changes in the texture of the snow as they press it to make snowballs. As they come inside, staff encourage the children to be independent when taking off outdoor clothing. Children and adults talk about different ways to warm their hands and show interest in experimenting as they work out which is most effective. Children do not routinely undertake outings to enrich their learning and explore their local environment. This limits their opportunities to explore the world around them and to increase their learning by drawing from a wider range of experiences.

Staff assess children's progress through careful unobtrusive observations and assessment, which they benchmark against developmental stages in the guidance document 'Development Matters in the Early Years Foundation Stage.' This helps the staff key workers monitor children's progress for gaps in their learning and offer appropriate help to close these.

The staff appropriately complete the progress checks for children who are aged between two and three years to monitor their development in the most important areas of learning. Parents receive regular updates on their children's progress and contribute some information to the initial assessment, to help identify each child's starting points for learning. Parents receive good quality information about the Montessori philosophy and as a result are able to help their children's learning at home. The parents report that their children are very happy in the setting and that they receive plenty of feedback about their child's progress.

The contribution of the early years provision to the well-being of children

The key person system is effective in providing care and education, tailored to meet individual children's needs. Staff know the children well and form warm supportive relationships with them. Children show that they feel safe as they confidently approach staff to ask questions or share ideas. The staff gently engage children in discussions exploring the choices and options available to them. They prompt children to make their own decisions and to be independent.

Children's behaviour is very good and staff provide excellent role models, at all times showing courtesy and respect when dealing with the children and each other. Children show particularly good levels of self-control and are comfortable waiting their turn to speak. They listen to instructions attentively and receive regular praise when they show care and consideration for others. All of this contributes to their developing self-esteem and personal and social development.

Staff help children to understand how to support their own health. Children independently wipe their noses and dispose of tissues hygienically. Through traditional Montessori activities such as polishing they learn how to look after and clean equipment. The children have good opportunities take age- appropriate risks, such as using knives to cut fruit at snack time and small tools in the garden.

Staff effectively organise the resources, which support all areas of children's learning and development effectively. Staff support and prepare children well to become active inquisitive learners who are ready for school and future learning as a result.

The effectiveness of the leadership and management of the early years provision

The provider demonstrates a clear understanding of her role and responsibility in relation to the Early Years Foundation Stage learning and development requirements. Effective monitoring systems help ensure that staff consistently deliver policies, procedures and appropriate educational programmes to support children to make good progress.

The use of appraisal systems helps the provider identify staff's strengths and weaknesses, which feed into their training plans and the setting's overall improvement. Staff show a positive attitude to accessing training regularly in order to develop their professional skills. As a result, the outcomes for children improve and staff continually increase their knowledge of childcare and education.

Children are safe because of the consistently applied and clearly understood safeguarding practices and procedures in place. Recruitment procedures are robust and take account of safer recruitment guidance to make sure only suitable adults work with the children. The premises and equipment are kept safe because staff apply precautions identified by their thorough risk assessment procedures.

The setting works well with parents and other agencies. Parents can observe their children in the setting and have regular formal meetings with staff to discuss their child's progress and how they can help this at home, to further enhance their learning. The setting has suitable systems in place to work with other childcare providers that the children attend. They are developing these as the need arises to support consistency and continuity in care for each child.

There is a range of effective systems in place that help the provider to evaluate their practice and monitor the educational programmes. This includes making very good use of the support offered by the local authority and Montessori support associations. The provider makes sure that the setting offers a broad range of experiences designed to support learning effectively across all areas of the Early Years Foundation Stage. They also make certain they consistently meet children's care and welfare needs in full. The provider shows a strong drive to continually improve the setting and successfully prioritises

improvement so that changes made are those that most benefit the children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY448935
Local authority	Brighton & Hove
Inspection number	881844
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	8
Number of children on roll	35
Name of provider	Brighton & Hove Montessori Ltd
Date of previous inspection	not applicable
Telephone number	01273 702 485

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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