

Bright Beginnings Montessori School

Oakley Vale Community Centre, 20 Butland Road, CORBY, Northamptonshire, NN18 8JF

Inspection date	06/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate a strong understanding of their responsibilities with regard to the safeguarding and welfare requirements. As a result, children are safe and secure.
- Staff and parents work well together to ensure that children settle well into the pre-school and to promote children's learning and celebrate their achievements.
- Children's communication and language skills are well supported, including those children with English as an additional language.

It is not yet good because

- Staff miss opportunities to challenge and enthuse children's thinking and so extend their learning, during spontaneous play and also during some adult-led activities. This is not always helped by the organisation of the room and resources.
- The organisation of snack time does not provide children with opportunities to use and develop independence skills.
- Opportunities to extend children's learning through outdoor play, are not maximised.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children engage in free choice play and take part in planned activities and discussed these observations with the owner/manager.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of the pre-school staff and talked with the owner/manager about her self-evaluation and improvement plans.
- The inspector spoke with the members of staff responsible for safeguarding and special educational needs.
- The inspector took account of the views of parents and carers from information included in the pre-school documentation.

Inspector

Anne Archer

Full report

Information about the setting

Bright Beginnings Montessori School opened in September 2013 and is registered on the Early Years Register and the compulsory part of the Childcare Register. It operates from the Oakley Vale Community Centre in Corby, Northamptonshire and is privately owned and managed. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, the owner holds a Montessori teaching qualification at level 4, two staff hold appropriate early years qualifications at level 3 and one member of staff is working towards a qualification at level 3. The pre-school opens Monday to Friday from 9am until 3pm during school term times. There are sessions from 9am to 12 noon and from 12 noon to 3pm. Both sessions include a lunch club for those wishing to eat at pre-school. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the playroom and equipment is organised in a way that meets the needs of the children who attend and fully promotes their learning and development
- improve how staff respond to each child's emerging needs and interests, consistently guiding their development through warm, positive interaction so that they make best progress during all activities.

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

- encourage children to know about and choose healthy snacks by involving them in the preparation and selection of their own snacks and drinks
- enhance the use of the outdoor area so that children have opportunities for doing things in different ways and on a different scale than when indoors so supporting all aspects of their development and learning.

Inspection judgements

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

Children enjoy their play and learning time at the pre-school because they are welcomed by caring staff and offered a range of interesting and exciting activities. The Montessori approach to children's development is integrated well into the varied range of activities provided for the children. Staff identify individual starting points through appropriate systems, such as home to pre-school 'All about me' forms and parental discussions at settling-in time. Here, they gather information about children's preferences and capabilities. As a result, staff plan activities that are of interest to the children from when they start at the pre-school. Consequently, children settle well into pre-school life. Assessment procedures are suitable. Staff observe children's progress and record their play experiences in developmental records. They use the information they have obtained appropriately to identify children's next steps in their learning and so inform future planning. Parents are involved in children's learning effectively from the start. They have opportunities to look at their children's learning records and talk to staff daily at drop-off and collection times. Staff complete the progress check at age two with parents and also a termly review of children's progress towards the early learning goals. These all provide parents with information about how their children are developing in preparation for starting school.

Staff are interested in children's learning and enjoy sharing their experiences, although during busier sessions there is less adult interaction than during sessions when fewer children attend. As a result, staff miss opportunities to enthuse and ignite children's thinking when delivering activities or when supporting free-choice play. This means that at certain times children are not being challenged or their development effectively catered for and so children make only satisfactory progress in their learning and development.

Children's communication and language skills are fostered effectively, particularly for those children for whom English is an additional language. Staff listen to children and are involved in their conversations. They ask 'what' and 'why' questions and introduce new vocabulary to enhance their language development. However, this input is also affected by the number of children attending a session. For example, an adult-led activity to help children learn about 'opposites' is more beneficial to children when there are fewer children present and the member of staff leading the activity can give it her full attention.

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

Children are happy and content at this welcoming pre-school. Children's confidence and self-esteem is suitably nurtured as staff give lots of praise and encouragement. Staff are attentive, caring and kind enabling them to form secure emotional attachments with the children. Children form clear friendships with others and play together cooperatively, sharing toys and resources. They are happy, secure and settled due to the effective settling-in procedures. Children separate from their parents calmly and select their play from a variety of toys and activities available to them. This encourages parents to stay with their children until they are sure they are settled. Staff are positive role models and provide clear guidance for children about what is acceptable behaviour. For example, two children arguing over a toy are spoken to calmly and quietly. They are reminded about sharing and turn taking and are very soon playing happily again. Consequently, children are well behaved, cooperative and show they feel safe and secure within the pre-school.

Children are beginning to learn about their own safety appropriately. For example, staff explain why it is not safe to run around the room in case they trip over and they are encouraged to use tools carefully. They participate in the fire evacuation procedure, which helps them to learn how to keep themselves safe in an emergency. The learning environment is stimulating and although appropriately organised for children to enjoy, the activities are spread across a large area of the hall often making it difficult for staff to interact with children during busier times. Children are confident to make choices in their play and the low-level units enable children to self-select the easily accessible resources. This helps develop children's skills and prepares them for the move to school.

Healthy exercise and the development of physical skills is encouraged by use of indoor apparatus, such as the climbing frame and by outdoor play, which includes learning to throw bean bags through a hoop and knocking over skittles with a ball. These opportunities and activities help children to have an awareness of healthy lifestyles. However, the outside area is not used to best effect to support all seven areas of learning. Children are developing a suitable understanding of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent, such as when they choose their own toys to play with. However, these skills are not fully embraced by the staff, especially for the three- and four-year-old children, at snack time. For example, children do not use any independence skills during snack time. This is because staff give the children the fruit already cut up and pour their drinks for them. As a result, children are not using the independence skills they have already gained. Children bring their own packed lunches, which they enjoy and eat up well. Staff teach children about healthy eating by encouraging them to eat their sandwiches and fruit before crisps or a biscuit.

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

Staff have a strong understanding of their safeguarding and welfare obligations in protecting children from harm. Staff receive regular training updates and have clear knowledge of processes relating to child protection concerns, including the reporting procedures, ensuring children's well-being. Recruitment and vetting procedures are effective and include Disclosure and Barring Service checks and references to ensure staff are suitable to work with children. Policies and procedures are comprehensive and regularly reviewed. They are displayed for parents to look at if they wish. Appropriate induction procedures are in place to ensure that staff understand their roles and responsibilities when they begin work at the pre-school. Daily risk assessments ensure that environments both indoors and outdoors are safe for children. All external doors are locked and outdoor areas are securely fenced. Visitors are required to sign in and systems for registering children are thorough.

The requirements of the Statutory framework for the Early Years Foundation Stage educational programmes are satisfactorily understood by the owner/manager. There is a monitoring process in place to track children's overall development. This ensures staff can identify any gaps in children's learning and make early intervention if necessary to close the gaps. Staff supervision meetings and appraisals are in place to enhance staff

performance and ensure personal development is a priority. Staff are enthusiastic and committed to their roles. This is the pre-school's first inspection and they have put in place all relevant procedures and documentation and attended various training courses to enhance the quality of service they provide. The owner/manager, in consultation with staff and parents, has completed a first self-evaluation that identifies some areas of strengths and weaknesses. For example, there is a plan to improve the outside area to ensure it provides all seven areas of learning, to enhance children's all-round development when they play outside.

Partnership with parents is a strength of the pre-school. Parents and carers receive regular information about the pre-school and the progress their children make. Staff are building partnerships with other professionals and there are procedures in place for the sharing of useful information with other early years providers for when children also attend other settings. Appropriate links are being established with local schools to support children as they move on to full-time education. These activities promote a consistent approach to children's care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY466842
Local authority	Northamptonshire
Inspection number	935925
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	60
Name of provider	Karen Mary Sayers
Date of previous inspection	not applicable
Telephone number	07834781942

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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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