

# Moseley Montessori Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370000
<b>Inspection date</b>	19/11/2008
<b>Inspector</b>	Lisa Jeffries
<b>Setting address</b>	St. Columba, Chantry Road, Moseley, Birmingham, B13 8DD
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the setting**

Moseley Montessori Nursery was registered in 2008 and operates from a church building in the Moseley area of Birmingham. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 58 children may attend the setting at any one time. The group is open each weekday from 08:00 to 18:00 for 50 weeks of the year. The setting is accessible via a slope at the front of the building.

There are currently 30 children attending who are within the Early Years Foundation Stage (EYFS). The setting also offers care to children aged over five years, before and after school and during school holidays. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are 11 members of staff employed to work with the children, nine of whom hold appropriate early years qualifications.

## **Overall effectiveness of the early years provision**

Children are provided with high levels of care and make extraordinary progress in their learning and development. Practitioners strive to offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Children are confident, independent and thoroughly enjoy their time at the nursery. The nursery is led by a motivated and experienced management team who embrace the process of self-evaluation and demonstrates a very positive attitude towards continuous improvement, helping to bring about sustained improvement to the early years provision.

## **What steps need to be taken to improve provision further?**

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

- continue to establish links with other providers and practitioners to support transition.

## **The leadership and management of the early years provision**

The management team and practitioners work together as a motivated and cohesive group as they share a commitment to offering the best possible experiences to children and their families. Children are cared for by practitioners who have completed an extensive range of training to ensure they have strong knowledge and understanding. The management team provides very clear guidance to the staff team and a comprehensive range of written policies and procedures are in place to fully support the running of the provision. Thorough risk assessments of the areas accessed by the children are conducted and the setting is stringent in the organisation of outings to ensure children's safety is prioritised. Precise vetting procedures are in place to ensure that children are cared for by

suitable people. All practitioners are fully aware of their roles and responsibilities in relation to safeguarding children.

Children benefit as the manager and practitioners strive to improve their practice, consistently monitoring and evaluating the quality and standards at the nursery. Regular staff meetings and in-house training sessions provide valuable opportunities for all practitioners to share good practice. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the setting, ensuring all children can achieve as well as they can regardless of their background. Practitioners demonstrate a clear commitment to working in partnership with parents and provide regular opportunities for parents to become involved in their children's learning. Parents speak very highly of the setting's approach to sharing their children's developmental records and feel very well informed regarding their children's care and progress.

Although the manager is in the process of establishing links with the other early years settings that children attend, this requires further development to ensure optimum continuity of care. The setting dedicates time to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. The manager employs a whole setting approach and practitioners are very enthusiastic and passionate about their roles in raising standards for children.

## **The quality and standards of the early years provision**

Practitioners demonstrate an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS), the Montessori approach and how to promote children's learning and development. The setting systematically acquires children's starting points at registration and this enables practitioners to value and build upon their existing skills. Practitioners plan purposeful activities, which reflect a range of learning opportunities, covering all six areas of learning. Children benefit from an effective balance of adult-led and child-initiated activities and the routine is flexible to allow them to fully pursue their own interests. The learning environment is bright, welcoming and child-friendly, affording children plenty of space to initiate and extend their play.

The ongoing two-way exchange of information between nursery and home has a significant impact upon children's welfare. Parents and carers are welcomed into the setting by friendly, approachable adults and information is shared readily on a daily basis. Practitioners are unquestionably intuitive of children's individual learning needs and routinely undertake sensitive observational assessment to identify children's learning priorities. Practitioners demonstrate a committed approach to supporting children's learning needs and to enriching the quality of education provided. The setting's approach to planning wholly meets the requirements of the EYFS without compromising Montessori principles.

Practitioners make excellent use of incidental opportunities to develop children's natural curiosity. For example, initiating discussions about spiders after finding a web, talking about ambulances after hearing the siren and identifying different

colours and shapes in the local environment. Children make strides in their learning as practitioners spend the majority of their time at their level, interacting with them and asking questions to develop their thinking. Children are motivated, make choices and can easily access an extensive variety of resources.

Children develop a comprehensive understanding of diversity as practitioners encourage positive, open discussion about people's similarities and differences and children have access to a wide range of resources which represents different cultures. Each child is considered unique and all children are fully respected. Practitioners fully understand that some children require additional support to enable them to be fully involved in the activities provided. Children learn to become independent through secure relationships with their key person. All children belong and feel part of the group.

Babies and children of all ages experience an abundance of captivating learning experiences. Babies have access to a ball pool, sand tray, den and soft play shapes. They experiment with musical toys, sensory bottles, natural materials and shape sorters and benefit from high quality interaction from practitioners. Heuristic play is popular and babies enjoy posting jar lids into empty tissue boxes and exploring treasure baskets. Toddlers are creative and express their ideas through paintings, collages and drawings. They hide in the pop-up tent, play imaginatively in the home corner and enjoy dressing up in different costumes. Babies and young children thrive within a caring, supportive environment.

Older children engage in practical life skills which allows them to develop control and coordination of movement, awareness of their environment, independent work habits and responsibility. Dressing frames enable children to master zips, velcro and buttons and spooning activities help children to handle objects with increasing control. To encourage children to care for materials, they polish brass, wash glass and fold napkins. Children are inquisitive and take pleasure using problem-solving skills to complete a task. During sensorial play, children learn to classify and they enjoy access to a wide range of sensorial materials which introduce a variety of themes such as colour, weight, shape, size, texture and sound.

Children are given time and space to observe, explore and investigate their environment and engage with it. They have daily access to the outdoors and relish outings to the local park. Children laugh in delight as they run through leaves and kick and throw them around. They compare unusual leaves, sit on tree stumps and observe the wildlife and insects. Practitioners consistently support children's thinking by showing a genuine interest, listening attentively and asking questions. Children are imaginative and curious; a giant branch becomes a pirate ship and a door that is set into the hillside leads to another land. Children use all of their senses, highly benefit from the fresh air and exercise and thoroughly enjoy the dynamic learning experience.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

On 30 October 2008, concerns were raised regarding the setting's approach to behaviour management. Ofsted requested the setting to carry out their own enquiries into the concern and to report back. Ofsted were satisfied with the information received and confirmed that there were no breaches of EYFS requirements. The registered person remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.