

Moseley Montessori Nursery

St. Columba, Chantry Road, Moseley, Birmingham, B13 8DD

Inspection date	26/02/2013
Previous inspection date	19/11/2008

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children thrive in this very welcoming and supportive nursery where they can explore, make their own discoveries, solve problems and learn skills for life to ensure they are ready for the next stages in their learning.
- Children enjoy a very good range of quality experiences linked directly to their interests and developmental needs. The excellent focus on learning in the outdoor environment enables children's success and enjoyment.
- Practitioners have an excellent knowledge of how children learn and provide a rich, varied and imaginative educational programme with precise assessment and planning for individual children.
- Practitioners have high expectations for every child in their care. They inspire, enthuse, engage and motivate children using innovative and inspirational teaching. As a result, children make outstanding progress in their learning and development.
- Children have exemplary support to foster their personal, social and emotional development, and their literacy and communication skills, through robust practitioner understanding and practice.
- A very effective key person system helps children form secure attachments, and this promotes their well-being very effectively. Excellent interaction and care experiences have a positive impact on children's all-round development and well-being.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment, and accompanied practitioners and children during their visit to the park.
- The inspector talked to the children and held meetings with the provider and managers.
- The inspector looked at a range of documentation, including children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners who work with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the view of parents and carers spoken to on the day, and from information included in the setting's own parent survey.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Moseley Montessori Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a church building in the Moseley area of Birmingham and is managed by private providers. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play, and the nursery makes use of local amenities, including a private park.

The nursery employs 17 members of childcare staff, 16 of whom hold appropriate early years qualifications. This includes three staff who hold level 6 qualifications, and one with Early Years Practitioner Status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 51 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery follows the Montessori educational approach.

What the setting needs to do to improve further

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

- further extend the arrangements to share the setting's inspirational practice with other providers.

Inspection judgements

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

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by practitioners who have an excellent understanding of how young children learn and develop. Practitioners have embraced the Early Years Foundation Stage Framework and children very ably direct their own play. Practitioners ensure there is sufficient time and space for children to concentrate on activities and experiences, in order to explore their own interests. Children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play. Practitioners are committed and dedicated in

their roles; they clearly enjoy working with children and their families to ensure all children make excellent progress in their learning.

Teaching techniques are strong across the nursery, and systems to assess children's starting points on entry and transitions arrangements are exceptionally secure. This has a positive impact on the progress children make. Planning and assessment documents ensure children's interests are planned for very effectively. Plans are comprehensive, and shared with parents to keep them up-to-date with topics and activities children are currently engaging in. Practitioners work very closely with parents and use their observations from home to ensure activities are appealing, focused and incorporate the prime and specific areas of learning. Children's achievements are clearly recorded in their individual learning journey record. They provide parents with a very accurate overview of their child's enjoyment and achievement, skills and talents.

Children are highly confident and show an excellent level of independence as a result of practitioner interaction and a unique and carefully organised learning environment. Children choose freely from a very good range of resources and use a wealth of inspiring Montessori equipment to complete practical life activities. The freedom to choose resources enables children to follow their own interests, and this is evident as they become absorbed in activities. For example, children use food graters to encounter the smells of the oils from oranges and use hand-held whisks and soap to make bubbles in water. Children are skilfully guided by practitioners as they play to enhance critical thinking skills to solve problems. Children's mathematical skills are fostered very effectively, and they learn about shapes, numbers, colour and size through play. For example, they play with a magnetic fishing game to catch both numbers and letters. Practitioners use mathematical language with children as they play, and cooking activities provide excellent opportunities for children to develop problem-solving skills. They weigh out ingredients and learn about following instructions from a recipe, and younger children take great delight in filling and emptying containers.

Children's social skills and ability to communicate with others are rapidly enhanced. During activities and discussions, practitioners take time to listen with genuine interest to what children say; they ask them questions to make them think to improve their understanding and learning. Older children are keen to learn about letters and sounds, and take turns to select objects from the 'alphabet bag' and then find the corresponding letter shape. Resources, such as 'chatter bags', are available for parents to use at home to further support children's communication and language skills. Every area in the nursery incorporates books for enjoyment and learning. This helps children develop a love of books and spend time with practitioners listening to their favourite stories. Children's expressive art and design skills are supported very well and they use resources, such as cameras, to capture their own ideas, as well as creating drawings and models. For example, older children worked closely with practitioners to create their own imaginary dinosaur landscape. Exploring and investigating uses of the senses is very much a focus of the nursery for all children. Younger children use large pots and spoons and listen to the sounds they make. They enjoy using construction bricks and tyres to build towers. Extensive opportunities are available to support children's early writing skills, and children make marks using flour, paint, water and sand. Children love to paint using rollers and brushes, and enjoy cutting and sticking activities. Younger children thoroughly enjoy water

play where practitioners introduce and repeat new words, such as squeezing, pouring and mixing, to enhance their vocabulary and reinforce their understanding.

Children are making excellent progress in their physical development. All children in the nursery benefit greatly from an extensive range of activities to foster their physical skills and confidence. They have excellent opportunities to spend time outdoors in the garden, and they love their visits to a private park where they take part in 'forest school' activities. They enjoy using their magnifying glasses to hunt for bugs, and use crates to make dens and structures. Children use their imagination well while playing outdoors and talk about being farmers or pirates searching for treasure. Innovative activities provided at the nursery include yoga sessions and 'Nursery Olympics' which promote many skills, such as balancing, climbing, jumping and concentration skills. Babies have plenty of space to crawl and move around freely and safely. They explore their environment with great confidence and investigate a wide range of natural resources in their play. Practitioners help children develop an understanding of differences within society through an extensive range of enjoyable activities. They learn about different festivals, such as Eid and Chinese New Year, and parents are actively encouraged to share their skills with the children and visit the nursery to talk about their cultures and traditions.

The very well-resourced learning environment, organisation of planning, and practitioners' secure knowledge of children's next steps in their learning help to ensure that every opportunity is made to support and extend children's learning across all areas. Practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is exceptionally strong. Children are well prepared for the next stages in their learning and they are skilfully supported in their transition into school.

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

Children are at the heart of all that happens in this warm and nurturing nursery. They develop very close and caring relationships with their key person, who is familiar with their individual needs and very effectively provides them with emotional and practical support. Practitioners make sure that children receive individual attention, reassurance, cuddles and calming processes through the day if they need to rest or sleep. Children are very well supported as they move rooms within the nursery, with excellent support from their key person to ensure a smooth and confident transition to their new room.

An excellent emphasis is placed on children's personal, emotional and social development at the admission stage. This focus quickly helps children develop the underpinning skills needed for their future success. Practitioners help children to explore their feelings, and to understand their unique qualities and characteristics while learning to appreciate those of others. Children's behaviour is excellent; they learn to respect and value their environment. They develop an awareness of responsibility within the setting, and help to tidy away toys and take care of their rooms. Practitioners gently reinforce positive behaviours and use helpful strategies to make sure children understand the impact of their behaviour on others. At small group times, children look at a range of photographs that show how they walk slowly indoors, share toys and resources and carry scissors safely.

Partnerships with parents are excellent. The nursery places great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. From the outset, practitioners learn as much as they can about the children in their care through their thoughtful interactions with parents during the detailed induction sessions. The nursery communicates very effectively with parents, for example, they seek their views using a questionnaire, provide information on the parent communication board about activities, menus and weekly themes, and produce informative newsletters. Practitioners actively seek the voice of the child to find out about things they like or dislike at the nursery, to ensure their contributions are valued.

Inclusive practice is very successful as practitioners have an excellent knowledge of each child's background, individual needs and parents' preferences. Excellent provision is in place to secure timely intervention and support for children with special educational needs and/or disabilities to ensure they achieve well. This is supported by well-established multi-agency links which provide extensive access to specialist knowledge, skills and resources. Transition arrangements for the children's next phase in their learning are very well supported through established and valuable links with local schools.

Excellent attention is given to encouraging children to adopt healthy lifestyles. They learn about foods that keep them healthy and they get first-hand knowledge about growing fruit and vegetables while visiting their allotment in the park. Children follow very good hygiene practices as they take increasing responsibility for washing their hands and brushing their teeth at appropriate times throughout the day. The nursery has achieved the 'healthy setting' award, and children eat well and enjoy a range of healthy snacks and nutritious meals. Children's safety and well-being is given high priority as they play in a safe and secure environment. Risk assessments are thorough and regularly updated to reflect any changes in the environment. Practitioners are vigilant and supervise the children very well. Children develop a very good understanding of how to keep themselves safe. They wear high-visibility jackets on outings, walk carefully, hold hands and learn about road safety.

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

High priority is given to safeguarding children in this nursery, and there are an exemplary range of regularly reviewed policies and procedures to ensure children's welfare and safety. Safeguarding policies and procedures are clearly understood by practitioners and designated individuals. Practitioners demonstrate a high level of commitment to promoting children's safety and well-being. The nursery has robust recruitment and vetting procedures in place to ensure practitioners' suitability to work with children. Very successful and meticulously detailed supervision meeting and annual appraisals take place to ensure a clear focus on high quality care and education. Comprehensive risk assessments cover all aspects of the premises and outings. Access to the premises is closely monitored. Practitioners are vigilant about arrival and collection procedures, and very good security precautions contribute towards children's safety. All children benefit from high levels of care because the committed practitioner team ensure all children feel safe, achieve well and are fully included in all activities.

Leadership and management of the setting set high aspirations for quality, and this underpins all aspects of care, teaching and learning in the nursery. Excellent teamwork and focused leadership are highly successful in inspiring practitioners, who evaluate the learning environment and look at how they can enrich the experiences for children. Very good arrangements are in place regarding professional development and training. Practitioners regularly undertake training with outside agencies and inset training days to update their knowledge and skills. Practitioners are deployed very effectively to engage purposefully with the children. Excellent resources are used and organised very effectively to meet children's learning needs, including an exceptional range of outdoor resources and experiences which encourage and foster children's physical development extremely well. This is a highly inclusive setting where the needs of all individual children are seen as paramount. Children with special educational needs and/or disabilities receive excellent support. Partnerships with other agencies are outstanding and highly effective in providing for children's individual needs. Practitioners are confident in ensuring early intervention is sought for children who need extra support to make sure all children achieve well.

Parents and carers are very well informed about how the provision operates and their child's progress, achievements and daily experiences using a nursery communication book. Parents are encouraged to be actively involved in their child's learning at home and share information about children's achievements using the 'I am a star' form. Parents are invited to regular review sessions to talk about their child's learning and development, and the planned next steps for their learning. Parents and carers speak very highly about the setting, the management and practitioner team. They talk about a 'brilliant, comfortable, nurturing environment' and the 'warmth and professionalism' of staff, and how the setting keeps them fully informed about their child's well-being and achievements. It is evident from discussions with parents and carers during the inspection that they very much appreciate what this nursery achieves for their children. Carefully analysed parent questionnaires provide information about parents' views, which are taken into account in a further evaluation of the provision.

Instrumental in the successful development of the nursery has been the accurate identification of priorities through self-evaluation and improvement plans, ensuring future plans and the capacity for sustaining improvement is outstanding. Monitoring all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings. This sharing of information and practice has already started and the management team wish to enhance this further.

The Childcare Register

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

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

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. 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	EY370000
Local authority	Birmingham
Inspection number	857974

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	51
Name of provider	Moseley Montessori
Date of previous inspection	19/11/2008
Telephone number	01214491801

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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 that are usually their 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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