

Little Orchard Montessori Nursery

Inspection report for early years provision

Unique reference number	EY416215
Inspection date	06/06/2011
Inspector	Sara Frost
Setting address	Sparkwell, Plymouth, Devon, PL7 5DB
Telephone number	01364642973
Email	littleorchard123@btinternet.com
Type of setting	Childcare on non-domestic premises

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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

Little Orchard Sparkwell was registered in 2010. The nursery is set in the grounds of what was previously Sparkwell primary school, in a village on the outskirts of Plymouth in Devon. The nursery includes a secure outdoor area for children's play, with level access. The main room is sectioned off to provide a separate base area for the under two- year olds. In addition to the main room, the nursery has an office, kitchen and toilet facilities. The nursery is open from 8am until 6pm, Monday to Friday, all year round. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery may care for no more than 26 children at any one time. Currently, the nursery has 17 children on roll. The nursery receives funding to provide free education to three- and four-year olds. There is a sister provision in South Brent, and both settings apply Montessori principles to the care of the children. The nursery employs two qualified childcare staff who work directly with the children, plus a supernumerary manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Little Orchard Montessori Nursery provides a very friendly, stimulating environment where children are confident and become fully engaged in their chosen activities. Planned and spontaneous activities help develop and encourage good progress in children's learning and development. The good relationships established with parents ensure individual needs are well-known and children are fully supported. However, partnerships with other providers are not as well-established. Most necessary records, policies and procedures are in place which promotes children's well-being. Reflective practice shows that staff identify areas in order to improve the provision for all.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request parental consent to seek emergency medical advice and treatment (Safeguarding and promoting children's welfare). 20/06/2011

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

- develop systems to maintain a regular two-way flow of information with other providers to ensure continuity of care.

The effectiveness of leadership and management of the early years provision

Safeguarding children is promoted well as staff are confident with the processes to follow should they have any concerns about a child in their care. Staff reviews are completed regularly. Appraisals are planned to be undertaken on a yearly basis and reviewed six monthly. This will ensure the continuing suitability of staff. Management encourages and promotes further training. The current staff have been with the setting since it opened and, although small, they work very well together. They are confident in their roles and responsibilities which enables the day-to-day processes to flow very well. The setting's self-evaluation documentation, although initially completed by management, incorporates the views of the nursery staff. It identifies areas for improvement, such as the ongoing development project of the outdoor provision, as well as aspects that are working well. Plans are in place to develop further and incorporate parent's views by use of questionnaires.

The nursery is well-organised which allows children to confidently and freely move around, both indoors and outside. Children have access to a good range of resources which are laid out well and accessibly stored to promote independence. All the required policies and procedures are in place and shared with parents. However, consent to seek medical advice or treatment is not fully clear which could lead to delays in the event of a medical emergency. Children learn how to keep themselves safe in emergency situations as they take part in regular fire drills. Daily checks and written risk assessments are regularly completed and additional risk assessments are conducted on the outdoor areas and for any specific outings.

Relationships with parents are good. Information is displayed and regular newsletters are sent home. They are welcomed into the setting and have regular discussions with staff about their children's welfare. At inspection parents provide very positive feedback about the staff, openness of the nursery and appreciate how staff and management try extremely hard to accommodate their specific requirements of care. Systems are in place to ensure children with special educational needs and/or disabilities are in place to support their individual needs. The setting works effectively with agencies such as the local authority but has as yet to establish links with other Early Years providers. Staff know children well and this enables them to meet their individual needs highly effectively and ensure that they can be supported to reach their full potential. Children are developing a good awareness of diversity. They play with a varied range of resources that show positive images of other ways of life. They also take part in activities, such as tasting foreign foods and celebrating festivals important to their families and staff members.

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

The nursery has only been open for a short period of time and is not currently operating to its full capacity. It provides a small, friendly environment where children feel confident and secure. Children quickly engage in enjoyable and purposeful play, eagerly selecting playthings and sharing them with their friends. Staff interact exceptionally well with children to encourage and support them. Children and adults have formed very strong and trusting relationships; they chat and play enthusiastically. The nursery has a very strong caring ethos where children play very well together, show concern for each other, take turns and understand simple rules. Given the age of the children their behaviour is very good; they are noticeably polite towards adults and each other. Staff effectively encourage children to explain to each other when they do not like what they are doing, and why. Children respond well to staff instructions and are familiar with routines. This helps to promote their skills for the future.

Staff are very confident in their understanding of the Early Years Foundation Stage, and effectively incorporate this into the Montessori ethos. Good systems are in place to provide appropriate challenges for every child. Scrap books and communication books are used to good effect are shared with parents. Activities are based around children's interests, such as planets which is a current fascination amongst the older children.

Children are provided with opportunities to explore their own and others culture and beliefs; access to a good range of resources further encourages children's awareness and understanding of people's differences. Children have access to a good range of resources many of which are sourced from natural materials. Children express themselves freely as they initiate role-play in the newly acquired wooden playhouse. They are curious, inquisitive and keen to learn. Staff effectively provide children with challenging opportunities, as they extend their play experiences making effective use of additional materials and resources. For example, by spontaneously accessing a torch and tennis ball the children are able to follow a simple science experiment they have seen whilst looking through a reference book with a member of staff. Staff who care for the younger children are sensitive to their needs. They are provided with an interesting range of resources, to develop children's inquisitiveness, exploration and development. Younger children achieve a sense of belonging and feel secure as staff constantly get down to floor level with them, engage in 'chat' and are very responsive to their smiles and babbling sounds.

Well- planned activities and routines help to promote children's understanding of health and hygiene. They make choices and develop independent skills as they decide when to have their snack. They confidently pour their own milk or water and choose from a range of healthy options of snacks. Children are encouraged to help and take responsibility as they wash up and tidy away their own snack plates and cups. Older children are able to access the outdoor area freely. Younger children are provided with regular opportunities access the outdoor area and fresh air. The nursery provides freshly prepared hot meals at lunch times. Children learn

how to keep themselves and other safe as they use their 'walking legs' inside the nursery or as they follow guidance from staff on how to handle resources.

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	2
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