

# Staunton Montessori Nursery School

Inspection report for early years provision

---

**Unique reference number** 260463  
**Inspection date** 10/11/2008  
**Inspector** Christine Hands

**Setting address** Staunton in the Vale, NOTTINGHAM, NG13 9PE

**Telephone number** 01400 282860  
**Email** info@staunton-montessori.com  
**Type of setting** 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**

Staunton Montessori Nursery School was registered in 2001. It is privately owned and managed and operates from a renovated 19th century barn in a rural setting in the village of Staunton, Nottinghamshire. All areas used by children are located on the first floor. Facilities include a large area which can be divided by means of a curtain, as well as a play barn used as an outdoor classroom. Additionally there are two separate areas for outdoor play as well as a garden for growing and planting. Ample parking is available for parents, staff and visitors.

The nursery school is open daily during the Nottinghamshire school terms between the hours of 09:15 and 16:15 with children attending from the surrounding areas. The setting is registered to care for a maximum of 34 children at any one time aged from two years and is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 63 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting employs nine members of staff, all of whom hold appropriate early years qualifications, additionally some are qualified to degree level. The proprietor holds early years professional status as well as a post graduate teaching qualification.

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

Staunton Montessori Nursery School provides children with a rich learning experience that not only recognises their uniqueness but also provides an environment that both motivates and excites. Through the wonderful variety of activities on offer they make excellent progress in all areas. The exceptionally close partnership with parents enables them to confidently contribute their thoughts and ideas to further enhance their children's learning experiences. This is a truly inclusive setting because staff acknowledge, respect and involve all those who have contact with the children to enable them to better understand the individual needs of the child. The proprietors and staff fully embrace change and are pro-active in finding new and innovative ways to further improve the outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- ensure information is obtained from parents regarding who has parental responsibility for their child

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

The quality of leadership and management is outstanding. All staff have an excellent knowledge and understanding of the Early Years Foundation Stage (EYFS) and use this to great effect to enhance the way sessions are planned. The

proprietors value equally all members of staff and all actively contribute to the consistently high standards within the setting. Management recognise the importance of having trained, experienced and highly skilled practitioners who together provide an environment that significantly enhances children's learning experiences. They consistently look at research and use knowledge gained from this to further strengthen all aspects of their child centred provision.

Children are fully safeguarded because staff have an excellent understanding of the setting's policies and procedures which are seen as working documents, as well as a wider understanding of safeguarding issues. This is further enhanced because staff are adept at keeping up to date with, and sharing with parents and other professionals all records pertaining to the children and the provision. Highly detailed risk assessments are rigorously undertaken on a daily basis and continuously updated to ensure the continued safety of children. Staff have a real understanding of how by skilfully guiding, challenging and supporting children they enable them to develop as the unique individuals they are. The skilled organisation of resources enables children to grow in confidence as well as supporting and empowering them to make their own choices.

Staff fully recognise the importance of having a strong relationship with parents and carers. They share information in order to gain a greater insight into individual needs and how to support the children in enabling them to reach their full potential. Although the setting is fully aware of each child's personal circumstances these are not always fully documented. To enable parents to share fully in their child's life whilst they are away from home the setting not only has a web site but also sends home regular newsletters and encourages the use of a home diary. This gives staff the knowledge they need to enable children to share home experiences with each other and feel truly valued.

The proprietors and staff are all extremely highly motivated and have exceptionally high aspirations for quality which is evident through on-going improvement. Recent developments include an outdoor classroom enabling children to spend time in the fresh air as well as providing a stimulating learning environment. Current plans, already underway, involve a planting area for children to grow their own food as well as low level notice boards enabling them to use these independently to display their own works of art. Regular, weekly meetings enable staff to discuss future developments to further enhance this rich learning environment.

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

Children make excellent progress in all areas of their learning and development because staff provide optimal challenge in a rich learning environment enabling them to feel safe and grow in confidence. They are empowered to make their own decisions, experiment and take appropriate risks knowing that staff are there to support them when needed. Children enthusiastically mix water of different colours pouring from one container to another with the inevitable spillages confidently knowing that they can clear this up. They use cloths or even a pipette which adds a further dimension to their learning experience. Parents work closely with staff,

contributing what they know about their child and becoming actively involved in their child's learning. This not only enables staff to fully understand the individuality of each child but they also see the child as part of a family and not in isolation. Staff fully recognise the importance of listening to and valuing what children say and competently use this knowledge to plan exciting individual learning experiences for each child. The awareness that children, whilst with their parents, spend time in the car park picking up gravel prompts the development of a large contained outdoor area filled with gravel where children can play to their hearts content whilst filling trucks and tipping, showing control and co-ordination. Staff fully recognise and understand that communication is the key to learning for children. They are skilled at using the knowledge they have of individual children to provide a rich, varied and imaginative environment with space for children to be themselves either joining in with others, playing by themselves or sitting alone and reflecting. They are aware that research shows that by providing 'intimate' spaces for children they are contributing to their ability to attain skills they will need in later life. Staff fully recognise that at times children just need space to themselves where they can just 'be'. The ability of staff therefore to 'tune into' children's interests is exceptional and ensures that they are highly motivated and feel valued.

A basic painting activity based around ghosts and pumpkins evolves into children experimenting with blending colours to create changes to mixing different coloured jelly together with the added bonus of describing texture and smell. Words such as squishy, cold, dark and sweet are used to describe the sensations children experience. Staff understand that the quality and variety of the resources they provide, as well as their understanding of the learning intentions behind them, has a huge impact on children's aspirations as they explore, investigate and really enjoy their time at the setting.

All activities are carefully planned and the learning intentions for each child are meticulously considered enabling them to consolidate what they already know as well as providing challenge to move them onto the next steps in their learning. Staff are highly skilled at adapting activities to provide each child with the interest that encourages them to take part. For example, children who rarely take part in individual craft activities sometimes respond better to a larger activity in the outdoor classroom. Staff consider inclusive practice to be an essential element of the curriculum and children learn about difference through books, imaginative play, visitors and discussion enabling them to develop an understanding of what they can learn from other people as well as the need to respect and help each other. Visits from a member of the travelling community complete with caravan and horse give children a feel of the enclosed spaces some people live in. African music, visits from a vet and cooking foods from other cultures provides extra interest as well as wonderful opportunities for discussion.

Children enthusiastically play and learn independently as well as in groups because experienced staff have an excellent understanding of the importance of enabling children, such as providing the freedom to play without interruption. Children learn to resolve issues and negotiate. Consequently, children are very confident, well adjusted and learn the skills they will use in later life. Children are beginning to recognise phonics and delight as they find a c-a-t and b-a-t to feed to 'Metal Mickey'. Writing skills develop as children use paper, sand and even watch a

sparkler from the safety of the building as it is used to form letters creating a new experience as children respond with 'oohs' and 'ahhs'! Children curl up in the quiet area by themselves with a book or feel confident to ask a member of staff over to read to them. Although it starts with one child this quickly increases to become a group demonstrating their love of books and stories. A child skilfully builds a castle out of stones and surrounds it with more whilst explaining that it is being guarded by policemen. Her obvious pride is acknowledged by staff who enable her to take a photograph. Cameras are much in use by the children who delight in taking pictures of their choice. Excitement builds as children dig for buried treasure in the sand, and insects in the jelly, with expressions of wonderment when one is found. Baking cakes and bread is a popular activity enabling children to weigh, measure, mix and eventually eat their creations. Children learn about real and imaginary play as a child tells a member of staff that the 'baby' is wet. When a member of staff asks what should happen next the child suggests that it is hung on the washing line. When the staff member asks if that is what happens with their baby sister the child laughs, looks puzzled and says with real feeling 'no because she's real'.

Children are learning how to keep themselves safe through discussion and the positive role models of staff gain an understanding of the importance of spending time in the fresh air as well as of eating healthy foods. Personal hygiene with regard to hand washing is exemplary.

The strong partnership that exists with parents starts from the initial meeting and continues throughout the time the child attends with discussions regarding children's progress at the forefront and where needed, strategic planning to support certain areas. The setting also works exceedingly well with other professionals to ensure that individual learning plans are in place for children and that all necessary adaptations have been made prior to the child starting. The proprietor works closely with local schools to make the transition as exciting and easy as possible and offering to work with teachers in these settings if needed. The top priority is always the welfare of the child.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### 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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
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



## **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**

There have been no complaints made to Ofsted since the last inspection.

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.