

See Saw Montessori Kindergarten

Inspection report for early years provision

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Inspector

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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

See Saw Montessori Kindergarten opened in 1994 and was taken over by the present owner in 2009. It operates from three rooms in a converted bungalow. Children have access to an enclosed outdoor play area. The nursery is in a rural area on the outskirts of Oswestry. It is open each weekday from 08.00am to 05.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 39 children may attend the nursery at any one time. There are currently 47 children aged from two years to under five years on roll, some in part-time places. The nursery caters for children with special educational needs and/or disabilities.

There are six members of staff, all hold early years qualifications to at least level 2. The setting operates in line with the Montessori educational philosophy and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work very well together to provide an environment where each child is respected and valued as a unique person and their individual needs are consistently met. Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement this effectively, ensuring that children are extremely well cared for and make good progress in their learning and development. Partnerships with parents are outstanding and staff ensure they are kept very well informed and involved in their child's achievements, well-being and development. Staff are committed to continuously improving the nursery and work hard to ensure this results in better outcomes for children. However, some systems are still in their infancy as this is a newly registered provision.

What steps need to be taken to improve provision further?

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

- reappraise both the environments and activities to which children are being exposed, amend and make necessary adjustments
- develop the process for evaluating the quality of the provision in order to clearly identify strengths and areas for future development.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is robust and the procedures are understood by staff who are fully vetted and their suitability ensured through rigorous selection

processes. The procedures for child protection are in line with Local Safeguarding Children Board guidance. Staff attend additional training to keep their knowledge in this area up-to-date. Daily risk assessments and daily checks are conducted to minimise hazards to children and staff but the document has not been recently updated. Children are encouraged to keep themselves safe by being gently reminded to hold the scissors correctly or never to play with matches, when talking about candles on birthday cakes. A road safety officer visits the setting, so children learn how to keep themselves safe when out and about.

Children's care and learning is promoted well because staff have a secure knowledge of the Early Years Foundation Stage and implement this effectively to promote successful outcomes for children. The staff team are keen to review and improve practice to enhance children's experiences and maximise their learning and development but systems to do this are still being developed. The manager and owner work very well together and with staff to look at areas for improvement and are awaiting work to commence on refurbishing the building.

Staff know the children very well and have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included and treated with respect. They undertake regular detailed observations of children's progress and this links into planning for individual children. Partnerships with parents are exceptional. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are recorded and acted upon by the staff in a consistent way. Parents of younger children receive home link books, so they know details about their child's day. They are very involved in contributing their views and suggestions about the provision in order to bring about future improvement. The setting asks for parents' contributions to their child's profile, so ensuring continuity of care for the children. Further links with home life are established as children take home 'Otis or 'granddad' and write about their time at the child's home. Parents spoken with speak very highly of the nursery and many written comments were received at the time of the inspection. Some comments include 'The nursery is fantastic...staff are very friendly, accommodating and caring and do all they can to help my child. I'm kept very well informed ' 'I am very impressed and cannot find fault...staff are kind, happy and very professional'. 'All of my children have received an outstanding education given by the dedicated team...it has been an invaluable stepping stone between home and primary school'. 'Every staff member builds up such a positive relationship with each child to ensure a happy and secure learning environment'.

Staff are deployed effectively throughout the nursery to support children's learning. The setting liaises with other providers to promote learning and consistency for the children attending.

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

Children are very confident, happy and settled and particularly enjoy their time spent in the outdoor area. All children make good progress towards the early

learning goals. Behaviour is very positive as children form very strong relationships with each other and with adults. An upset child is comforted and offered reassurance by staff. Toddlers are supported sensitively in becoming aware of the needs of others as well as their own and remind each other that they need to share as they play with the toy bus.

Children confidently approach staff for help to find items to make a whistle and to play in the sand. Staff use Montessori teaching methods effectively to promote children's independence and encourage individual development. Children become familiar with the Montessori practices of finding their own resources, using trays for activities and putting things back where they belong. Staff read books to the children in a lively way, so encouraging children's interest in them. Children are helped to find their names on arrival at the setting, so encouraging their early reading skills. Some children are beginning to use their phonic knowledge to recognise words. Staff continually chatter with the children, so modelling language effectively to encourage development of communication skills. As some children mark make on the white board, they are starting to form recognisable letters. They frequently talk about their family members, so valuing important people in their lives. As they play a dinosaur game, they are encouraged to recognise different shapes. As they look at the laptop, they problem solve by deciding that the number five is missing and are able to name the other numerals. They gain a sense of time as they talk about the days of the week and talk about their party next week. They enjoy exploring in the shaving foam and staff get fully involved and ask open-ended questions, so extending children's learning as they ask the children to think about how it feels and use their senses. They play imaginatively in the castle and sing familiar rhymes with actions with obvious enjoyment. They become aware of colours as they paint their pictures, mix the colours and wonder at the result.

Children take part in charity events, such as a sponsored sports relief day to gain an understanding of others and the wider world. Throughout the nursery children develop a good understanding of a healthy lifestyle as they eat nutritious snacks such as fruit, crackers and cheese. Staff and children talk about the importance of hand washing as they wash their hands prior to eating. In the garden area they have opportunities to water and tend the rhubarb and pepper plants, so learning about where their food comes from. The outdoor area also provides opportunities for children to be active. They balance on the tyres, ride on the trikes, climb onto and slide down the slides. They have opportunities to take part in a weekly yoga session to further develop their physical skills. They develop their knowledge of their local community as they go for walks around the grounds and have visitors, such as the police, into the setting.

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	1

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