

# Foxglove Montessori Nursery School

The Kingsfield Centre, Chilton Way, STOWMARKET, Suffolk, IP14 1SZ

<b>Inspection date</b>	13/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are sensitively settled into the nursery and clearly feel happy and secure. They are highly confident and sociable and demonstrate excellent levels of independence for their age.
- Children have great fun as they learn new skills through a rich variety of first-hand experiences. The thoughtfully planned playrooms and vibrant outdoor area, with high quality, accessible resources, create enabling and inspiring environments, which promote purposeful play and encourage children's learning and development.
- Staff understand how children learn. They skilfully observe, listen and respond to children's interests and ideas. As a result, children are making very good progress.
- Positive and trusting partnerships are established with parents and carers to promote a consistent approach to children's care and learning. This means children are effectively supported according to their individual needs.

### It is not yet outstanding because

- The large group times are less well used on occasion to engage children of all ages in discussions and group activities.

## 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 compulsory part 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 main playrooms and the garden.
- The inspector spoke with the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the nursery manager and carried out a joint observation.
- The inspector looked at examples of children's learning journey development records, a selection of policies and children's information records.
- The inspector viewed the resources and layout of the nursery and looked at wall displays and information for parents.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

## Hazel Meadows

### Full Report

#### Information about the setting

Foxglove Montessori Nursery School was originally established in 1990 and registered under new ownership in 2012. It is privately owned and managed and is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery has sole use of a self-contained unit within the Kingsfield Centre in Stowmarket, Suffolk. Children have access to an enclosed outdoor play area. The nursery serves the local and wider area and is accessible to all children. The nursery provides experiences for children based upon the Montessori philosophy.

The nursery opens term time only. Sessions are from 9am until 12.30pm Monday to Friday with an afternoon session from 1pm to 4pm on Tuesday and Wednesday. A lunch club is also offered every weekday from 12.30pm to 1pm. Children attend for a variety of sessions.

The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications. Two staff are trained to level 4, three to level 3 and one to level 2. Three staff have also completed a Montessori Early Years Diploma.

There are currently 44 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

#### What the setting needs to do to improve further

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

- revise the organisation of group time to ensure that children of all ages are engaged and benefit from such activities.

#### Inspection judgements

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

Staff have an excellent knowledge of how children learn. They ensure the educational programmes have depth and cover all areas of learning. Staff use their skills and experience to dovetail Montessori practice with the requirements of the Early Years Foundation Stage, in order to very successfully meet all children's needs and promote their learning and development. When a child starts at the setting staff use discussions with parents and their own observations of children to establish each child's capabilities and starting points. This together with their considerable experience and knowledge ensures children's learning needs are known from the start of their placement. As a result, activities and support are tailored to children's individual needs and stages of development. Staff have high expectations of themselves and of what children can achieve, when given the opportunity. They work hard to provide rich, varied, imaginative and fun experiences, to build on children's existing abilities and inspire them to learn new skills and increase their knowledge and understanding. Children are keen to come into the nursery and are interested, motivated and enthusiastic learners. Consequently, children are gaining the necessary skills they need for the next steps in their learning and in preparation for school.

Succinct and relevant observations are clearly recorded by key persons in a learning journey development record for each child, supported by photographs and examples of the children's work. These offer a very clear and accurate overview of each child's development and progression through each area of learning. This swiftly identifies where an additional level of support or challenge may be required. Parents have regular opportunities to see their child's learning journey and make their own contributions from observations they have made at home. Summaries are succinctly and comprehensively completed for the progress check at age two. These are shared with parents and possible lines of development are transferred to a weekly planning sheet. However, staff are also very skilled at spontaneously following and providing for children's needs and changing interests. For example, outside the children showed an interest in the birds. The member of staff promptly capitalised on their interest by offering binoculars to the children and getting out a display board of bird pictures to help them identify different birds. Later, children help to fill bird feeders with seeds, pursuing their interest and raising their awareness of the natural world and how to care for living things.

The outdoor area is becoming a vibrant and exciting play and learning environment, which promotes children's learning and progression across all areas of learning. Some older children particularly relish playing in the outdoor area. Staff provide props, such as pieces of decking, guttering and crates and children industriously experiment and build, making bridges and runways for the cars. They learn to work cooperatively, problem solving and negotiating as they try to improve the design. Children's physical skills and coordination are well promoted as they manoeuvre the equipment, play with balls and roll tyres along. As children help tidy up, their mathematical skills are promoted as they count the balls to ensure they are all found and work out how to extract one from a piece of guttering. There are plans to further enhance children's outdoor experiences by creating a vegetable plot for the children. Children are learning how to nurture plants, and gaining and understanding how things grow in a sustainable way, as they plant sweet peas in recycled newspapers and cardboard rolls indoors.

Indoors, clearly defined play areas help to focus and inspire children's play and learning.

Staff work with small groups to focus their attention and introduce new ideas and skills and then give children liberty to explore further. Children's language and communication skills are well promoted throughout the nursery day. They freely talk to one another and have meaningful conversations with staff, who are attentive to them using these opportunities to extend children's vocabulary. Children gain confidence to stand and sometimes speak in front of others during whole group time. They share an item they have brought in, sensitively supported by staff as required. Although the majority of children learn to listen quietly, occasionally group time is too long for the younger children. As a result, they find it difficult to maintain focus and interest in the activity. Children have regular opportunities to recognise their name on their peg and personal tray, at snack time and as they self-register on arrival and departure. They freely access writing materials and enjoy mark making with pencils and practising their writing skills. Children's imaginative play is well promoted through the use of good quality props and small world toys. They have opportunities to explore a range of media and textures, such as paint and play dough and examples of their artwork adorn the walls.

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

The nursery is welcoming and inviting to children. A wealth of high quality toys and equipment, including a range of Montessori resources, supports children's continual development and promotes their growing independence and cooperative skills. Resources are easily accessible and children are encouraged to make their own choices.

Kind and caring staff sensitively support children with their transition from home to the nursery, guided by close communication with parents and by each child's individual needs. Home visits and a thoughtfully allocated key person, help ensure a smooth and positive experience for children as they start nursery. Parents are able to stay initially, if required to help their children settle. They complete an 'All About Me' leaflet, which outlines children's individual likes, dislikes and abilities and is shared with staff. Children form close and trusting relationships with staff, who are warm and attentive to them, and children clearly feel very happy, safe and secure within the setting. They are becoming very confident and independent, and are developing a positive sense of self-esteem. Older children freely and confidently approach staff and visitors to ask questions and share their views.

Children are learning how to manage their own behaviour and consider others, for example, sharing, waiting their turn and listening to each other. Additional support is offered to children, if required, in close consultation with parents. Staff are very good role models, treating children with kindness and respect. Children's individuality is valued and respected and all children are welcomed. Staff develop children's appreciation of diversity through resources, activities and books. Children's first languages are respected and valued and staff work with parents to share aspects of their culture and language within the nursery.

A healthy lifestyle is strongly promoted as children have daily opportunities for fresh air, daylight and exercise in the large outdoor area, or on walks and outings. Parents provide their child's packed lunch and snack, but healthy foods are promoted by the nursery and

children are encouraged to make positive food choices. Children manage their personal needs well and learn good hygiene habits through regular routines. For example, they wash their hands thoroughly before snack and after toileting, prompted by reminders from staff if required. Their independence and understanding of cleanliness is further promoted as they competently wash up their own plate after eating. A task which some children perform with great enthusiasm.

Children's independence skills are exceptionally well-promoted at the nursery. Staff are available to offer assistance with tasks if required, but have high expectations of what children can achieve and learn. They give children time and opportunity to try tasks and achieve for themselves, for example, putting on their outdoor shoes, pouring their own drink or peeling a banana. Children learn how to keep themselves safe as they negotiate the steps to the garden with care and competence. Staff enable children to think and learn for themselves and gain new skills promoting their sense of achievement and increasing confidence in their own ability. Consequently, children are very well prepared with life skills to support them when they start school or face new experiences. Older children have opportunities to visit the school they will attend and teachers are encouraged to visit the nursery to promote a seamless transition into school.

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

The leadership and management have a strong commitment to offer high quality care and learning experiences for all children. The experienced and stable staff team are competent and highly dedicated. They effectively use their individual skills, childcare experience and secure understanding of the Early Years Foundation Stage, to offer an extremely good level of care, learning and development experiences for children. Weekly staff meetings ensure close monitoring of the educational programmes and inform planning to support children's progress through a broad range of purposeful activities. This enables them to swiftly identify and offer any additional support or challenge children may require to maximise their progress.

There is a strong commitment to continuous development. The manager and her team reflect on, and evaluate nursery practice and routines to make meaningful improvements. For example, the layout of the nursery has been reviewed and improved and a rolling snack time has been successfully introduced, to better meet children's individual needs. There are clear plans for future improvement to enhance the good practice and further promote professional development. For example, documentation is currently being refreshed, staff appraisals are scheduled and additional staff training linked to aspects already identified, is being explored. Parents' views and ideas are welcomed, through daily discussions and at parents open afternoons, and used to inform self-evaluation and improvement. Children's responses, comments and ideas are also used to inform future improvements. The manager works in close partnership and cooperation with local authority staff to raise quality further.

Staff recognise that children's safety is paramount and are clear of their role and responsibility to protect them from harm. All staff have attended safeguarding children

training and have a secure understanding of child protection. There is a comprehensive safeguarding policy and clear procedures to refer to, should any concerns arise about a child. Good adult to child ratios are maintained, and staff are very well deployed, ensuring that children are effectively supported in their play and learning. Ongoing vigilance and effective risk assessments enable children to play freely and safely. Evacuation drills are practised with the children, to ensure they are familiar with the procedure and that it works effectively.

Open, positive and trusting partnerships are established with parents and carers. Regular discussions are encouraged, to ensure children's individual needs are met. Staff liaise closely with parents to ensure that if required, children receive additional support at an early stage. Comments received from parents and carers on the day of the inspection are very positive regarding the care and experiences their children receive. Parents are impressed with the progress their children have made and recognise they have grown in confidence and independence while gaining new skills. All parents know their child's key person and value the open communication regarding their child's learning and welfare. Close liaison with childminders who collect the children and good links with the nearby schools, promote consistency with regard to children's care and learning.

### The Childcare Register

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

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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

<b>Unique reference number</b>	EY443189
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	880943
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Louise Marie King
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01449 775333

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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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