



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 108435

DfES Number: 514365

INSPECTION DETAILS

Inspection Date 17/11/2003
Inspector Name Annette, Marie Carter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Windsor Montessori School
Setting Address Windsor Cricket Club
 Romney Lock Road, Home Park
 Windsor
 Berkshire
 SL4 6HX

REGISTERED PROVIDER DETAILS

Name Mrs Menik Ellawala

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Windsor Montessori School Nursery has been established since 1980. It is a privately run school situated in Windsor Cricket Club. The nursery serves the local community.

There are currently 32 children from two to five years on roll. This includes 2 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. At the time of inspection there were no children attending with special educational needs or for whom English is an additional language.

The school opens five days a week during school term times. Sessions are from 09:30 until 12:30. When the need arises the school offers afternoon sessions from 13:30 until 15:30.

Five staff work with the children (How Many part-time, full-time). Four members of staff are qualified to NVQ level 3 and 4. The setting receives support from a teacher/mentor from Early Years Development and Childcare Partnership (EYDCP). The setting is registered with Montessori Education (UK) and has been accredited by University College Worcester in the Early Effective Learning Programme (EEL).

How good is the Day Care?

Windsor Montessori school provides good quality care for children.

All aspects of the provision are well organised to ensure children are well cared for. Arrangements for induction are effective and staff have a sound understanding of their roles and responsibilities. They work well together as a team with good support from the manager.

Staff are guided by a set of policies and procedures which they understand and consistently apply. All of the relevant documentation is in place, although some required detail is missing.

High priority is given to ensuring children's safety and appropriate precautions are

taken to safeguard children and minimise potential risks. The group takes positive steps to promote hygiene by raising children's awareness and encouraging them to develop independence in their personal care. Snack times are used effectively as a learning opportunity. Staff understand the need to protect children and the appropriate procedures to follow if concerned about a child's welfare.

The staff plan and provide a wide range of interesting and stimulating opportunities for the children, and promote the Montessori method of learning. Children are given time to explore and investigate resources. Staff are effective in extending children's understanding through discussion and engaging them in conversation. Children behave well and respond positively to the staff and the setting routines. They use praise and encouragement effectively to promote good behaviour and self-esteem. Staff follow anti-discriminatory practice and encourage appreciation and respect of a variety cultures.

The partnership with parents is excellent, and high levels of participation are encouraged. Parents are welcomed into the setting and feel their contribution and involvement is valued. Policies and procedures are effectively shared with parents and good systems exist to keep them well informed of all aspects of their child's care and development.

What has improved since the last inspection?

Not applicable

What is being done well?

- Snack times are used effectively as a learning opportunity. Children are provided with the resources and time to prepare their own snack independently and safely.
- The staff work well as a team to plan a rich learning environment which includes practical activities to promote children's thinking, creativity, knowledge and development.
- Effective use is made of the space, staff and resources to facilitate maximum independent learning.
- Staff value the children as individuals and are sensitive to their needs.
- The prepared environment allows children to move confidently, independently and safely.
- The staff show great warmth and care and good relationships are evident.
- Staff keep detailed records which they share effectively with parents to keep them regularly informed of their child's progress.
- Staff have a secure knowledge and understanding of the children's individual needs, which they cater for appropriately.
- Parents are welcomed into the setting and the system adopted for feedback encourages a two-way flow of information, knowledge and expertise.

An aspect of outstanding practice:

The staff excel in their approach to promote children's independence throughout the prepared learning environment. There is a wealth of opportunity for children to develop these skills, and they are given the time and resources to do so. The children show high levels of independence, and an excellent example of this is illustrated in the arrangements adopted for older children at snack times. Children were observed independently, skilfully and safely preparing their own snacks at the snack table. They put an apron on, washed their hands, chopped the apple, took the snack to the snack table, and poured their own drinks.

What needs to be improved?

- the child protection policy, to include procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	ensure the child protection policy includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer;

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Windsor Montessori School offers a very good quality provision where children make very good progress towards the early learning goals.

Teaching is very good with outstanding practice in personal, social and emotional development. The staff's clear knowledge of the of the foundation stage linked to the Montessori ethos and their effective planning extends children's learning. There is an excellent range of resources and equipment to support children's progress.

The staff use the assessment system well, they record and evaluate children's progress and this informs future planning. There are effective systems in place to support children with special educational needs and for whom English is an additional language.

Leadership and management is very good. There is a small supportive team in place who benefit from strong leadership and are aware of their roles and responsibilities. The manager provides good opportunities for staff development and training. The staff are committed to the improvement of nursery education.

Partnership with parents is very good and this contributes to children's learning. Relationships with parents are excellent. Valuable information is shared on a daily basis and parents are well informed about the foundation stage and the school's activities and routines. Parents share their observations about their child with the staff and regularly discuss their child's progress.

What is being done well?

- Children are involved in their learning and show high levels of concentration in all they do. They are self confident and respect and support their peers. Children are well behaved and are developing an awareness of diversity in the school and wider community.
- Staff excel in their use of effective explanation and questioning to encourage children's thinking.
- Leadership and management are very good. Through effective team work, support and planning , there is a commitment to the improvement of nursery education.
- Partnership with parents is very good. Parents and staff are committed to working together to support children's learning.

What needs to be improved?

- opportunities for children to use computer spontaneously and independently.

What has improved since the last inspection?

The school has made very good progress since the last inspection and both weaknesses have been addressed.

The school has purchased an indoor climbing frame which is used effectively to develop children's skills in using large apparatus and can be used throughout the year.

The blue room in school has been set up with a range of imaginative and role play activities for the children to use, children have free access to this room.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are involved in their learning, they show high levels of concentration and are excited about the activities. Children develop very good relationships. They work well together and independently. They share resources, take turns and behave well. Children are self confident and respect and support their peers, they are developing an awareness of diversity in the school and wider community through practical activities and on going topics.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and engage easily in conversation with each other and adults. They explore new words and extend their vocabulary enthusiastically; make up their own jokes. Children are confident in naming and sounding letters of the alphabet. Children are beginning to understand that print carries meaning and confidently use letters to form words in practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently use number in familiar context; many can count to 10 and beyond. Children have many opportunities to compare numbers and make simple calculations through practical activities. There are excellent activities provided for children to explore measure, shape and size. Children are confident in their use of positional language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to learn through first hand experiences. Children talk confidently about events in their own lives and have a growing awareness of other cultures and traditions. Although children have opportunities to explore how things work, this could be further developed to include using computer without adult supervision.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A good range of physical activities both indoors and outdoors are provided to help children's physical development. Many children have good control and use a range of tools confidently. Children have an awareness of changes to their bodies and are capable of undertaking routine activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children respond enthusiastically during activities and are confident in communicating their ideas. They make up jokes and discuss their games. Children experience a good range of resources and activities to explore a variety of media and materials. Children have opportunities to express their imagination in a variety of role play situations.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration;
- provide opportunities for children to use computer spontaneously and independently.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.