



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 116753**

**DfES Number: 512850**

### **INSPECTION DETAILS**

Inspection Date      28/04/2004  
Inspector Name      Elizabeth, Claire Price

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Marlow Montessori School  
Setting Address      Frieth Road  
                         Marlow  
                         Buckinghamshire  
                         SL7 2JQ

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Janice Evans

## 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

Marlow Montessori School is a privately owned group which opened in 1993. It operates from Bovingdon Green Village Hall which is on the outskirts of Marlow, and serves children from Marlow and the surrounding areas. The school uses the large hall, kitchen and toilets and has access to a secure garden area.

The school is open from 09:15 until 12:15 and 12:45 until 15:45, Monday to Friday apart from Friday afternoon, during term times only. The school accommodates 24 children under eight years with 17 funded four year olds and 25 funded three year olds. There are 45 children on roll. The school provides for children with English as an additional language and children with a special educational need. Children are normally accepted from the age of two and a half. Children can attend for a variety of sessions with some attending for both sessions.

Five staff work with the children, four of whom hold relevant childcare qualifications with four staff holding current first aid certificates. Montessori teaching methods are used incorporating the early learning goals of the Foundation Stage for education.

### How good is the Day Care?

Marlow Montessori School provides good quality care for children. The staff are well organised and provide close attention to the children's needs with a high staff to child ratio. The school premises provide a welcoming, bright and attractive, child friendly environment. Toys and resources are readily accessible, attractively displayed and provide a good range for the children attending. All required documentation is available although some lacks the necessary details.

Staff give high priority to children's safety both indoors and outside and carry out procedures to ensure children's safety. They encourage children to develop independence in their personal care and wash their hands regularly, although water for hand washing in the craft area is not changed sufficiently. Parents and children's preferences are observed and healthy and nutritious snacks with drinks are provided

for children who have fun serving themselves. Children are well supported by the staff team and all children are treated with equal concern. Child protection procedures are in place.

The staff organise and plan a good range of interesting and stimulating activities for the children. The children self-select activities and are interested and absorbed throughout the session. Staff respond promptly if they need help and interact well with the children. They use praise and encouragement appropriately to develop positive behaviour. Children co-operate and play well together as a result of the methods used and the calm atmosphere. Staff record observations of children's play, which are used to plan for further progress.

Parents are welcomed in the school and staff are open and friendly, encouraging parents to discuss any concerns with them. Daily verbal feedback, open weeks and an open day are provided with appointments to discuss their child's progress. Parents are supplied with all policies and procedures and receive an informative handbook.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- The children were interested and absorbed throughout the session. Staff support them well, attending to their requests and needs whilst allowing them to self-select from the range provided. They are happy, settled and familiar with the routines and have good relationships with the staff. Children work well together and have formed close friendships, co-operating and sharing well.
- The children are well behaved and co-operative. They respond well to the atmosphere of calm created and the positive role models of staff. Staff are consistent, show warmth and respect for the children as individuals and use praise and encouragement to reward good behaviour.
- Good levels of information are given to parents at registration and throughout the time their child attends the school. Staff are open and friendly, encouraging parents to discuss any concerns and approach staff readily to share information. Parents all have access to the policies and procedures and are encouraged to be involved in their child's experiences at the school.
- Staff encourage children's independence by offering them the opportunity to have their snack when they want. Children are able to choose and pour their own drinks, help themselves to their snack and wash up their own plates and cups afterwards.

#### **What needs to be improved?**

- documentation to ensure the register of attendance records times of entry of staff and children, all visitors to the school sign in and are entered on the register, and the policy for behaviour management shows the update for the named officer and includes a statement on bullying
- the procedures for provision of hand washing water in the craft area
- the lost and late collection policy to ensure the details are clear on any action to be taken if a child remains uncollected.

### 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
2	Ensure the register of attendance records attendance times of staff and children.
6	Ensure that all visitors are recorded on the visitor forms and noted on the register.

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

### How effective is the nursery education?

Marlow Montessori School is acceptable and provides high quality educational provision. Children's progress in all areas of learning is very good. They show enthusiasm for new experiences, independence in selecting resources and personal care, and are well motivated to experience the activities on offer.

Teaching is very good. Staff have a secure knowledge of the early learning goals, which enables them to promote children's learning. This is evident in the activities available, the thorough curriculum planning and through discussions with staff. Staff interact well with children and use a range of teaching strategies to aid skill development. They manage children's behaviour effectively encouraging self discipline and independence, and act as positive role models. Staff make ongoing assessments of children's progress and plan for the next step for each child. Children with special educational needs are well supported. Although no children with English as an additional language attend at present procedures are in place to provide support.

Leadership and management are very good. Staff are well organised and work effectively as a team to support the children's learning. They show enthusiasm and a clear commitment to the improvement of the provision for care and education for all children. Regular evaluation ensures the programme provided meets the needs and abilities of all children and assesses whether planned learning objectives are achieved.

Partnership with parents is very good. Parents are well informed and regularly consulted about the school and their child's activities. Regular newsletters, written reports, daily verbal feedback and open invitation to talk to staff ensures parents are involved in and informed of their child's progress and development. They are invited to share expertise and experiences with the children, join in with activities and help their child at home with games and projects.

### What is being done well?

- Staff have a secure knowledge of the foundation stage and use effective planning of the activities to promote children's learning and assess their progress in the early learning goals. They work closely with the children to support their learning and ensure activities are adapted or extended to provide for children's individual stage of learning and cater for their progress needs.
- Children's progress in all areas of learning is very good. They show enthusiasm for new experiences, independence in selecting resources and personal care and are well motivated to experience the activities on offer.
- Children co-operate well with adults and each other. They are well behaved,

respond to the requests of staff and share toys and resources. The staff use effective methods of positive behaviour management, praise and encouragement to develop children's self esteem and promote good behaviour.

- Parents are well informed and regularly consulted about the school and their child's activities. Regular newsletters, written reports, daily verbal feedback and open invitation to talk to staff, ensure they are involved in and informed of their child's progress and development

#### **What needs to be improved?**

- the availability of displays of children's work, posters and pictures on a regular basis to encourage the children and create a stimulating, learning environment
- the opportunities available to children to access a variety of resources for construction to promote children's designing and making skills.

#### **What has improved since the last inspection?**

The group has made very good progress since the last inspection. The new owner has made significant changes to the provision and has addressed all key issues from the last inspection.

The staff team have developed the recording of children's progress to provide a more complete picture of the achievements with regard to the early learning goals. The records which are dated use the Montessori record together with a Foundation stage chart showing the early learning goals. Samples of children's work are included together with written reports to the parents twice yearly. These records enable staff to plan and provide for the next stage in the child's learning .

The additions made to the planning documents to include resources, staffing, grouping of children and adaptations to activities, enable staff to meet individual children's needs and ensure all areas of the curriculum are included. Planning is now evaluated weekly and changes are made as required. Additional information has been developed to provide parents with details of the nursery's educational provision and methods used to support children in their learning. This ensures parents are well informed and are able to involve themselves in their child's educational development.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their ideas and needs confidently to adults. They show enthusiasm for new experiences, very good development of their independence skills, both in selection of resources and personal care and are well motivated to experience the activities on offer. Children co-operate well with adults and each other. They are well behaved, respond to the requests of staff and share toys and resources, often helping each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy reading stories and books and often choose books using them correctly during free play. They are confident in their use of language and express themselves well using a wide vocabulary. Children attempt emergent writing for a variety of purposes, both in directed activities and on their own initiative, for example naming their work when drawing or colouring. Children confidently find their name cards on pegs and at registration and are beginning to recognise letters and sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in everyday situations and are confident to use mathematical ideas and methods to solve practical problems. Most children count up to ten and some beyond ten. There are good activities to extend the children's understanding of matching and comparing numbers. Children enjoy games using simple mathematical words to describe position and shapes and understand pattern matching and sorting tasks. They show curiosity and observation when talking about shapes and sizes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about personal events for example a holiday, and describe events and features to other children and adults. They have regular access to technology and show familiarity with the computer and tape recorder. Children have opportunities to explore and investigate using a variety of different resources in free play and directed activities. More opportunities to access an increased variety of resources for construction, would promote children's designing and making skills.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children showed good co-ordination and confidence in movement and manoeuvring skills around the room and in outdoor play. Children have daily and regular opportunities to access the outdoor area and utilise clear floor space for music and movement indoors. Children access a wide range of tools during the session which help to promote their hand eye co-ordination, develop balance and encourage self-confidence. Children serve their own drinks and snacks and show awareness of good personal hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are enthusiastic about making music, movement to music and enjoy singing familiar songs and rhymes. They experience a good range of resources and opportunities to explore a variety of media and materials although displays of work and related pictures are limited. Children enjoy playing with small figures and dressing up, creating stories and roles for themselves and others. They respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings.

**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:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- introduce ways of displaying the children's work, related posters and pictures on a regular basis to create a stimulating learning environment
- provide more opportunities for children to access a variety of resources for construction to promote children's designing and making skills.

*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.*