

Windsor Montessori School

Inspection report for early years provision

Unique reference number 108435
Inspection date 01/02/2011
Inspector Mandy Gannon

Setting address Romney Lock Road, Home Park, Windsor, Berkshire, SL4
6HX
Telephone number 01753 868399 or 01344 844592
Email MENIK@WINDSOR-MONTESSORI.COM
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Windsor Montessori School, Home Park, has been established since 1980. It operates from a single storey building situated in Home Park, Windsor. The setting is situated close to Windsor town centre and is within easy reach of transport links. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 46 children under eight, of whom 46 may be in the early years age range and a maximum of 12 may be under two at any one time. There are currently 32 children on roll, of these 32 are in the early years age range. There are 12 children who are in receipt of nursery education funding. The school opens Monday to Friday during school term times only. Children attend for a variety of sessions. Sessions are from 8.30am until 12:45pm, 1.30pm until 3.30pm and full day care from 8.30am until 3.30pm or 4.00pm. The school supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are five members of staff who work with the children, the head has a Montessori diploma, a degree in Early Childhood Education and Learning and the Early Years Professional Status, the deputy has a Montessori diploma and is currently undertaking her Foundation degree, two members of staff hold level 3 qualifications in childcare and one is a child psychologist. The setting receives support from the Local Authority. The setting is a member of Montessori Education United Kingdom (U.K) and is currently in the process of becoming accredited to their quality assurance programme and also registered with the Association Montessori International.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children excel in a setting where the ethos of inclusion is at the heart of the school. Children achieve exceptionally well in a conducive learning environment where they are valued as unique individuals. The outstanding leadership and dedication of the staff team work exceptionally well together where all are valued and morale is high. Successful organisation ensures the recording of documentation is mostly highly effective. The commitment of all staff demonstrates an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the risk assessments maintained to include anything a child may come into contact with.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are robust and effective recruitment procedures are adopted. Staff have a thorough knowledge and understanding of the procedures to follow and have completed training. Through the regular evaluation of the setting from staff, parents and children ensures a comprehensive, accurate vision of the provisions strengths and areas for further improvements are identified. Rigorous and extensive monitoring and analysing are in place that ensures well targeted plans are in place. The leaders and managers inspire the staff to reach high standards and further enhance their practice across all areas, where the commitment to training and further professional development ensures improved outcomes for children.

Children thrive in a setting which is conducive to their learning where they are motivated and independent. Children's well-being is enhanced by meticulous organisation, where risks are well assessed and identified although some documentation does not reflect all areas children may come into contact with. The sustainable environment follows the Montessori ethos providing excellent furniture, equipment and resources of high quality which support the learning and development needs of each individual.

Children benefit from a setting where equality and diversity are the staffs top priority, staff ensure they have an exceptional knowledge and understanding of each child's individual needs. This is achieved through the superior partnerships with parents which are established as the school values the vital contribution parents make to their child's well-being and learning journey, this is established through regular discussions, meetings, observation days and parents evenings. All parents spoken to at the inspection offered exceptional praise for the school and the staff 'who go out of their way to ensure your child achieves the best they can, adapting to meet those needs', 'nothing is too much trouble and we had regular meetings and discussions to meet my child's needs, just brilliant' and 'I have not sent my child to mainstream foundation stage school as they are making better progress here'. Highly effective partnerships with other agencies, including schools and advisors are established to ensure transitions and additional support is obtained if required. All recommendations from the previous inspection have been implemented in full.

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

Children confidently work alone and in small groups as they negotiate and plan how to accomplish their task. Children actively contribute to discussions and offer their opinions at circle time. Children are able to identify phonic sounds and learn to take turns as they play a listening game. Some children confidently write letters are able to spell and read. Children enjoy looking at books and are engrossed as they listen to a familiar story; their enthusiasm to share books is further enhanced

as they take library books home to share with their parents and carers. Exceptional use is made of Montessori equipment to develop children's understanding of number, shape and size as children trace numbers in the sand tray, use rods and blocks. Staff make excellent use of number and sequencing at registration time as children count and record the number of children present. Children are able to identify the day today, the previous day and the day tomorrow. Children confidently use their understanding as they thank the ballet teacher after the lesson and say 'see you next Tuesday'.

Children feel safe and secure due to the exceptional care and organisation of the school. Babies and young children confidently babble and are at ease in the surroundings, they cuddle into staff when they are tired and hold out their arms to a familiar adult. All children and adults eat together socially in a group. Children enjoy fruit and carbohydrates at snack time and eat their healthy, nutritious packed lunches bought from home. Older children offer support and encouragement to younger children showing an interest in them and younger children watch and learn from older children. Children confidently and skilfully pour themselves water to drink throughout the session and adults remind and offer younger children drink in order to remain hydrated. Children benefit from an environment where robust hygiene practices are followed and infection is minimised through effective policies and procedures. Children confidently achieve personal skills as they use the toilet independently; access their own bags from their labelled peg and put on their coats and shoes before going outside. Children develop a comprehensive understanding of exercise contributing to a healthy lifestyle as they regularly access and explore the outside. They go for walks in the neighbouring park throughout the year observing the changes in different seasons, they hunt for bugs, walk by the river, kick balls excitedly running and chasing after each other and children enthusiastically participate in weekly ballet lessons.

Children are happy, settled and enjoy coming to school where they play an active role. They are independent, inquisitive learners and are engrossed and involved in their learning. Through the environment created and use of Montessori equipment children learn to problem solve and reflect on their achievement, they show high levels of perseverance as they strive for success and their sense of achievement is supported by the praise and encouragement of the staff. Children's behaviour is exemplary; they are courteous and kind, showing care to one another. Children respond extremely well to requests to sit on the line in the circle and they listen very well to adults. Children make exceptional progress and this is due to the expert knowledge and understanding of how children learn, rooted in the teaching and expert skills of the staff, as a result many children achieve the early learning goals and beyond by the end of Foundation Stage. Staff complete regular observations and assessments and have an accurate understanding of the needs of each child and have an optimum understanding when to offer support and guidance as they differentiate tasks to meet those needs. As a result, the school ensures the best possible outcomes for children in their care.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met