

Little Legs of Lode Montessori Inspired Nursery

Inspection report for early years provision

Unique reference number	EY417843
Inspection date	11/07/2011
Inspector	Veronica Sharpe
Setting address	Lode Sports Club, The Fassage Recreation Ground, Lode, Cambridge, Cambridgeshire, CB25 9EX
Telephone number	01223 812198
Email	
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

Little Legs of Lode is a privately owned Montessori inspired nursery that opened in January 2011. The setting operates from The Passage Sports Hall in Lode, Cambridgeshire. All children have access to an enclosed outdoor play area. They also have use of the adjacent public play park.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children aged from two to five years may attend the nursery at any one time. There are currently 19 children on roll, of whom seven receive early years funding. A small number of children have English as an additional language.

The nursery is open each weekday from 9.15am until 12.45pm Monday to Friday during school term time only. The nursery employs four members of staff, all of whom hold appropriate early years qualifications and most have Montessori qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Warm and positive two-way partnerships with parents ensure children's individual needs are known and met. Children are happy and busy; they access resources confidently and follow their own interests. Staff promote a calm and reassuring environment where children learn to share and be kind. Effective planning enables children to make generally good progress in their learning and development. In the short time since opening, staff have constantly reappraised the provision to ensure good outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop further the use of the outdoor areas to provide children with a wide range of stimulating activities; link the indoor and outdoor environments together where possible so children can use both areas freely on an everyday basis
- review the use of observations in order to plan more effectively for each child's learning needs so they can be challenged according to their individual capabilities.

The effectiveness of leadership and management of the early years provision

Children are protected from harm because there are effective safeguarding procedures. Staff attend child protection training and are fully aware of their roles

and responsibilities. All staff and students undergo rigorous recruitment processes; a clear induction programme ensures they understand and implement the setting's policies and procedures. Staff carry out thorough checks of the premises on a daily basis to ensure children play safely. Key times, such as arrival and departure, are managed well, for example, staff supervise the children carefully at the end of sessions to ensure they are safely in the care of their parents.

Children benefit from the cheerful and spacious premises where they enjoy a good range of age-appropriate activities. Well-designed and high quality furniture is deployed effectively to ensure children are comfortable and that resources are easily available. This ensures children have good opportunities to make independent choices and become active, interested learners. Children's artwork and posters promote a sense of belonging. The outdoor area is used on a daily basis so children have times for active, boisterous play, but as yet does not promote children's learning as effectively as indoors.

Parents are very supportive of the setting and praise the staff; they say their children look forward to attending sessions and have made firm friendships. Some parents say they travel some distance but that it is 'well worth the journey'. Parents agree that the staff promote a calm and positive environment that has a beneficial effect on their children's dispositions. Parents share information with staff on a daily basis, both through verbal discussion and the day books. A well-presented handbook ensures parents have ample information about the provision and the policies and procedures. The nursery has just implemented their first parents evening, which parents say was very rewarding. The owner is aware of the importance of building links with other providers, including the local school. Plans are in hand to meet with local reception teachers and share information with other providers ready for the next academic year. Staff have contacts with other agencies, such as the local authority advisors and specialist teachers

Staff have positive attitudes towards professional development and have attended any essential training, such as first aid and child protection. In the short time since opening, they have constantly evaluated and amended the provision until they are satisfied it meets each child's needs. The owner and her staff show a clear understanding of the need to develop reflective practice. They meet regularly with the local authority advisors and work with them to decide on the priorities for improvements. Consequently, the setting has a strong capacity to maintain continuous improvement.

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). They skilfully interweave elements of the Montessori learning programme with the EYFS areas of learning. As a result, children have times for spontaneous learning alongside an effective balance of adult-led activities and make good progress in their learning and development. Staff plan for the next steps in children's learning by collecting observations at regular intervals, but these are sometimes not detailed enough to fully support future planning for individual

children. Parents are effectively involved in their children's learning through the day books and regular discussions with their key person.

Children have positive attitudes to learning and busily explore the resources and activities available to them. They eagerly access books and thoroughly enjoy settling down with a member of staff to share a story. Children are confident talkers and chatter happily to each other as they play. They have formed firm friendships and enjoy each other's company. The children show caring and helpful attitudes, for example, a three year old helps her friend attach some paper to the painting easel. Children show they have good imaginations as they pretend to be their own parents coming to collect them at the end of the sessions. One-to-one support from attentive staff enables children to concentrate and achieve well, for example, a child completes a complex puzzle with encouragement; when it is finished he delightedly claps his hands and shows lots of pride in his achievement. Numbers are incorporated into everyday play as adults help children sequence numbered 'feet'. Or count on their fingers. Children show a well-developed understanding of size and shape as they sort beads for threading.

Children have good opportunities to use mark making materials, such as, brushes, paint, crayons and chalks. They use scissors independently to cut out shapes for collage and explore resources, such as card and glue. They roll out play dough to make wiggly worms and compare sizes, knowing which is the longest. Staff sing songs with the children to help them compare and contrast, for example, they decide whether a buzzy bee is faster than a snail, and act out the answer. Resources help children develop positive attitudes towards diversity, for example, they look at countries on a globe and talk about other cultures and regions. A good range of books help them understand about differences and similarities. Children who have English as an additional language benefit from calm and confident staff who encourage effective communication through gestures, words and visual images. Although there are no children on roll with special educational needs and/or disabilities, there are suitable systems in place to ensure each child has their needs met.

Children enjoy active play in the outdoor areas; they excitedly run about chasing bubbles and show they can negotiate obstacles with their trikes and scooters. They squeeze water from bottles and use large paintbrushes to 'paint' the paving slabs. Some children play imaginatively with the dinosaurs, lining them up along the bench and having an interesting discussion about what they might eat. A well-equipped public play area enables children to enjoy larger experiences, such as clambering onto the roundabout or using the tall climbing frame. Children develop a good sense of safety as they learn to practise the fire drill. They are competent at washing up their plates and cups after snack, enjoying this real-life experience.

Children enjoy healthy and nutritious snacks, such as fruit and breads. They can choose when to eat and sit together in small groups to serve themselves with water and milk. Staff encourage good hygiene by encouraging children to wash their hands. They set a good example as they clean tables before food is served and wash their own hands after nappy changes. Parents are informed promptly about infectious illnesses, which minimises the risk of cross-infection. Children learn about good behaviour because all staff are good role models. Adults treat the

children with respect and listen attentively to their ideas and opinions. Difficulties with sharing are dealt with calmly but firmly so children quickly develop a clear understanding of their boundaries. Effective communication means children learn to consider the consequences of their actions. As a result, they avoid making others 'sad' and play together harmoniously.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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