

Meon Springs Montessori - Bramdean

Bramdean Village Hall, Wood Lane, Bramdean, Alresford, Hampshire, SO24 0JN

Inspection date	15/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children relish their time at nursery and are very happy and relaxed. They are able to thoroughly enjoy a wide range of exciting activities which stimulate and motivate them.
- The environment provides children with excellent opportunities to choose their play materials and follow their individual learning styles.
- Children's confidence and self-esteem are fostered excellently through the support and encouragement given during free play and adult directed activities.
- The quality of planning for all children is excellent; each child receives an exceedingly enjoyable, challenging experience across all areas of learning.
- Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points.

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.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

Meon Springs Montessori Nursery Bramdean is an established privately owned nursery which registered under new ownership in 2012. The nursery runs from Bramdean Village Hall in the Bramdean area of Hampshire. There is a fully enclosed garden available for outdoor play. The setting is open each weekday from 8.30am to 3.30pm during school term times only. The nursery is registered on the Early Years Register. The nursery accepts children aged from one year to the end of the early years age group. There are currently 23 children on roll and the setting receives funding for early education for three- and four-year-olds. Children are able to attend for a variety of sessions. There are three

staff employed in the nursery and all hold a relevant childcare qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- provide additional opportunities in the outdoor area for children to explore, build, move and role play, to further enhance the provision.

Inspection judgements

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

Throughout the nursery children are making excellent progress in all areas of development. Staff create a stimulating environment, where the atmosphere is positive and encouraging. Children are confident to join in activities and develop very warm relationships with each other and staff. Children flourish at the nursery, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Observation and assessment systems are in place and planning is based on children's interests, capabilities or individual needs. Staff also record the next steps in the children's learning. Very effective systems are in place to ensure that children have many opportunities to consolidate or further their learning.

Younger children are beginning to use tools such as paintbrushes and glue sticks with confidence; older children are becoming confident in naming colours and shapes, and the oldest are progressing to writing their own name and understanding simple mathematical concepts. Children develop very good communication skills and chat happily both to one another and to adults. Staff support children extremely well, by offering praise and encouragement and demonstrate an excellent understanding of children's individual learning needs. Younger children are actively involved in their play, confidently selecting and exploring resources. They are supported extremely well by staff and as they progress, they become confident in their daily routines. Children relish their time at nursery and are very happy and relaxed. They thoroughly enjoy a wide range of exciting activities that stimulate and motivate them. The children particularly enjoy their weekly ballet session, where they are able to benefit from physical exercise. They enjoy running, hopping, jumping, and stretching their muscles. In addition, children have opportunities to learn some French in a weekly fun session, which gives them opportunities to experiment with different words and sounds.

Staff share the children's assessment records with parents and discuss with them the children's next steps in their development and learning. This enables parents to be fully involved in their child's learning. Parents are very well informed about the life of the nursery by the displayed information on notice boards and daily chats to staff. They state they have seen their children make exceptional progress whilst at the setting. The setting has yet to implement the two-year progress check, but all documentation is in place and staff have an excellent understanding of how to implement this when the need arises.

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

Children thoroughly enjoy their time at the nursery. They are welcomed into a warm and friendly setting by staff, who meet children's welfare and learning needs with great success. Very effective systems ensure children's individual needs are recognised and met and all children are valued. Staff make very good use of resources to motivate children. The indoor and outdoor play areas are extremely well organised to ensure children can take part in a wide variety of activities. All children are included and supported very well and the setting promotes equality and diversity. Children behave extremely well, they are learning to share and take turns and play very well together. Children develop very good relationships with each other and interact very well. Children know what is expected of them and are confident to make their own choices and decisions. Their learning and growing understanding of the world around them, prepares them well for future life, and entry to school.

An excellent variety of healthy and nutritious meals and snacks are cooked on the premises are provided by the nursery. The children benefit from the carefully balanced menu offered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. Very secure systems are in place to inform staff of any health or dietary issues the children may have and keep records of accidents or any medication administered. The nursery has highly effective systems in place for behaviour management. Children's behaviour is exceptional and all are learning to share and take turns.

Children are secure and safe in the nursery and feel a sense of belonging, fostered by consistent care from staff and excellent resources.

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

The high aspirations of the staff team and the close communication with each other, ensures there is excellent teamwork from all adults. This ensures that they are all motivated and work hard to offer children a high quality environment where they can feel safe and secure. Arrangements for safeguarding children are robust. Clear procedures are in place for recruitment and vetting of new staff to ensure all adults working with children are suitable to do so. Staff have an excellent understanding of child protection and are fully aware of their roles and responsibilities. There are very good systems in place to

monitor and evaluate the setting, to ensure they action areas for development. The need to provide more resources physical play in the outside area to enhance children's experiences has yet to be addressed.

The excellent partnership between the nursery and parents ensures all relevant information is shared between them. Parents are informed about daily routines, and activities through the whiteboard displayed in entrance to the room. Parents express enormous confidence in the very high standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are extremely happy with the progress their children are making. The information displayed in the entrance lobby ensures parents are kept fully informed about the nursery. Partnerships with other settings the children attend is excellent. Staff liaise extremely well with the local schools for the children due to start school to ensure a smooth transition for each child. Children with special educational needs and English as an additional language are exceptionally well supported by staff.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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

Unique reference number	EY448188
Local authority	Hampshire
Inspection number	805869
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	28
Number of children on roll	23
Name of provider	Gemma Jean Kate O'Reilly
Date of previous inspection	Not applicable
Telephone number	01962771361

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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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