

Littlewick Green Montessori School

School Lane, Littlewick Green, Maidenhead, Berkshire, SL6 3QY

Inspection date	10/09/2014
Previous inspection date	30/07/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Leadership and management is well organised and supportive, ensuring staff all have opportunities to develop their skills and knowledge.
- Staff and management know and implement good safeguarding procedures to help protect children.
- Staff provide a good range of high quality resources and planned activities that promote all areas of learning.
- Staff take care to provide a healthy environment, where children enjoy quality food, daily fresh air and good opportunities for physical activity.

It is not yet outstanding because

- Systems to evaluate the progress of children do not yet demonstrate that they help all children reach the highest levels of achievement.
- There is less information for parents to help them support children's continuous learning at home.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises with the manager and held discussions with management and staff.
- The inspector observed staff and children during activities and routines in each room of the setting.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a selection of policies and safeguarding procedures, staff suitability records, registers and action plans.

Inspector

Kim Andrews

Full report

Information about the setting

Littlewick Green Montessori School has been registered for many years and is a privately run nursery school. The current owner took over in 1999. The nursery school is situated in a Victorian village school in Littlewick Green, near Maidenhead in Berkshire. There is a large, enclosed outside play area for children to use. The nursery school serves the local community and those who live further afield. The nursery school is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 50 children aged between three months and five years may attend at any one time. The nursery school opens five days a week for 48 weeks of the year from 8am to 6pm. The nursery school also provides out of school provision from 3pm until 6pm for children aged from five years to eight years. Children attend from schools in the local area. There are currently 31 children on roll. Children aged two, three and four years are funded for free early education. The nursery school supports a number of children with special educational needs/or disabilities, and those who learn English as an additional language. There are 10 staff who work directly with children. The manager holds an Honours Degree in Early Years and both the owner and manager hold a Montessori International Diploma. Five staff have a relevant level 3 qualification or above and four staff are qualified to level 2. The nursery school follows the Montessori approach, which is blended with the Early Years Foundation Stage.

What the setting needs to do to improve further

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

- improve assessment for those children who are aged two years old and consider how this summary of development can help parents to support learning at home
- enable all children have opportunities to lead conversations in order to develop their confidence.

Inspection judgements

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

The learning opportunities offered have children's interests in mind and as a result, children are thoroughly engaged in their learning. All children are working comfortably within the range of development expected for their age and a majority are working slightly above the expected range. Where starting points are below other children of their age, observations show that the gaps in progress are reducing. Record books ensure that planning for each child provides challenge and experience across all areas of learning. The key person uses their knowledge of the child to tailor activities to individual needs. When

children do not make expected progress then opportunities are planned to encourage development. The manager is also informed in order to ensure the child is monitored. Additional support is provided if necessary. For example, gaps in language development are rapidly closing for a child who is hearing impaired. Staff, outside agencies and parents work in partnership in order that the targeted support offered ensures all children make good progress.

Each of the seven areas of learning are covered in planning documents and in the resources and opportunities available daily for the children. Published materials relating to childcare are used to consider current stages of development. Mathematical language such as 'more or less' and 'heavy, heaviest' is used throughout the day in order to support the children's developing numeracy skills. Role-play areas, for example, 'the post office' encourage children to understand the importance of numeracy in their daily lives. Many resources for children to explore shape, size and patterns and counting activities are available in this mathematically rich environment.

Children benefit from their daily outside activities as the outdoor space is extensive. Staff differentiate provision according to the age and stage of children's development. A vast range of toys and equipment are available outside depending on planned activities. The children engage in active play such as balancing and climbing on soft play and natural resources. Enough time to engage with the activities means that children have opportunities for focused and concentrated engagement. Staff work closely with parents to ensure that children feel secure when they join the setting. Parents have a suggestion box and questionnaires to gauge their views. This setting respects parents as children's first educators, so are keen to explore further ways to enhance this partnership.

Teachers from feeder schools visit the setting to observe the child in the nursery environment and to speak to key workers. This means they can share knowledge and support each child's transition from their nursery to their new school setting. Pre-school children also have time dedicated to learning letters and sounds thoroughly and this prepares them well for their transition to school.

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

The manager and staff demonstrate good awareness that young children cannot learn effectively until they are well settled. The key person system at the nursery makes sure that children enjoy an effective sense of security. Children are happy, content, and confident. For example, they cheerfully interact with each other and with the adults when they arrive at nursery. In addition, the children seek physical comfort from the practitioners, as they require. For example, when they are tired they cuddle in the arms of their key worker before going to rest in the sleeping area. Parents and staff regularly exchange care information when collecting each day and for the youngest children a care sheet record informs parents about their child's care routine that day. This means that the wellbeing requirements for individual children are always met.

Children are provided with a balanced, nutritious diet. The menu includes fresh fruit and

vegetables daily. Children are introduced to a wide variety of foods and opportunities to taste foods from different cultures are regularly offered. Mealtimes are a relaxed and social time where the children demonstrate excellent manners and enjoy their food. Pre-cut, finger size portions of fruit and vegetables are available at snack times meaning that the children can serve themselves and this encourages their independence.

Children's physical development and independence is encouraged as appropriate for their level and age. For example, older children learn to use the toilet and wash their hands while staff supervise and encourage them to manage independently. Older children are also given the time required to change their own shoes as they move from indoors to outside or vice versa. As a result, the children are self-motivated to manage these skills for themselves.

Staff promote the importance of a healthy lifestyle. For example, they provide regular opportunities for children to enjoy fresh air and exercise. The indoor and outdoor environments are risk assessed daily to enable staff to establish safety for the children. If there are any requirements arising from the check then the manager deals with them immediately.

A wide range of high quality resources are all stored at children's level. Children of differing abilities are therefore able to make their own choices and this contributes to their well-being. Children enjoy choosing their own puzzles and books and they return these neatly to their shelves before re-selecting any alternatives.

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

The management are aware that safeguarding forms the basis of their practice and that it is vital to ensure that their practice is rigorous. All staff complete safeguarding training regularly. Training is continuously updated, reinforcing the importance that management place on safeguarding. This ensures that the whole team have a good understanding about their safeguarding responsibilities.

The nursery manager recognises the characteristics of good learning. She observes regularly and provides feedback to staff as required. For example, she ensures her staff understand how to enable children to experience the widest range of opportunities. Active thinking is encouraged by offering children many chances to lead their own play whilst at the setting. The management are striving for excellence and they endeavour to make a positive difference for every child in their setting.

The nursery is well organised. Many changes detailed in current action plans are already in place and are having effective impact. For example, staff have new roles and responsibilities. Self-evaluation and review feature continually in discussions and the owner is supportive of any requests to improve conditions and/or practice to ensure good outcomes for children. The staff feel free to contribute to action plans during regular training meetings, for example, several staff are keen to develop their knowledge and

skills by undertaking 'forest schools' training and can thereby offer forest school experience for children in future.

Management and staff have made good links with the local authority officers to help support children with additional needs. The manager is knowledgeable and able to signpost parents to services for additional support and guidance when required. Parents are happy with the information they receive about their child's progress. Termly parents meetings are provided to share information about learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	108416
Local authority	Windsor & Maidenhead
Inspection number	985959
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	37
Name of provider	L G Montessori School Limited
Date of previous inspection	30/07/2012
Telephone number	01628 828258

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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, which are usually the childminder's 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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