



Brighton & Hove Montessori School

Inspection report for early years provision

Unique Reference Number	EY300578
Inspection date	10 April 2006
Inspector	Bridget Richardson
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Registered person	Brighton & Hove Montessori LTD
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Brighton and Hove Montessori School Out Of School Day care opened in 2004. It operates from two floors in the owner's house in Brighton. A maximum of 32 children may attend the setting at any one time. The setting is open each weekday during the school term from 15:00 to 18:00 and from 09:00 to 18:00 during school holidays.

There are currently 70 children aged 3 to 11 years on roll. Children come from the local area. The setting is able to support children with special educational needs and children who speak English as an additional language.

The setting employs six staff. All of the staff hold appropriate early years or play-work qualifications. The setting is a member of Montessori Education UK.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment where they learn the importance of good personal hygiene. Staff act as positive role models and encourage children to wash their hands after using the toilet and before snacks. There is a clear daily rota system in place for staff to ensure toys and equipment are clean and appropriate for children to use.

A high ratio of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Parents give written consent to administer medication that ensures children receive the correct dosage according to their needs. However, staff are unaware of what items should be in the first aid box, which results in items being stored that staff are not trained to use. Children who are infectious do not attend which helps prevent the spread of contagious diseases.

Children receive a range of healthy snacks including organic bread and fruit encouraging them to develop healthy eating practices. Lunch boxes are stored on a table in the kitchen area until lunchtime. Perishables are not removed. Provider has consulted with environmental health about what is safe to put in the lunch box if not being refrigerated, but has not informed parents of this information. Fresh drinking water is available at all times and children help themselves. This encourages children to think about their personal needs. The setting gathers all relevant information regarding diet. This ensures children's individual dietary needs can be met.

Children regularly enjoy a good range of activities that contribute to their health and develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing in a well-organised environment, which allows them to move around freely. They have access to a large hall throughout the year, which ensures that physical activities can be offered all year round. Children have easy access to a good range of toys and resources appropriate for their age and stage of development. Good staff interaction helps develop children's awareness of safety within the setting.

There are clear systems in place for the safe arrival and departure of children. The premises are secure when children are playing indoors to prevent unwanted visitors gaining access. However, an alleyway leading to the front of the property is accessible to children, which means children could leave the premises unsupervised when playing in the outside area. Staff help children understand how to keep

themselves safe when on outings. They set clear boundaries for children when playing in the park, giving children clear reminders of what they are. Staff deploy themselves effectively at all times on outings to minimise the risk to children.

Generally, the setting identifies risks to children through regular risk assessments undertaken. However, the radiator in the kitchen area poses a hazard to children, as it is too hot to touch. Regular fire drills are not held to help staff and children become familiar with the procedures to follow, so that they learn how to leave the premises safely and quickly, and written evacuation procedures on both sites are not displayed.

Staff are aware of the child protection policies and understand the procedures to follow if they have any concerns. Staff receive clear information regarding the signs and symptoms of abuse. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children develop good relationships with adults and their peers in the out of school facility. They learn to co-operate and work well together. For example, children making bubble pictures, able to share the different coloured paints and enjoy each other's company talking about their pictures to one another.

Adults are curious in what children have to say and follow their interests. For example, adults organising clay activity for children which they had requested, taking time to listen and talk with children about different parts of their lives that they wanted to share. Adults use lots of praise and encouragement to build children's confidence and self-esteem. Children in return, relate well to this good relationship and confidently approach adults for support in their every day activities.

A good range of adult and child initiated games help children to make progress in all areas of learning. For example, children looking and talking about the life cycle of tadpoles with adults. Children enjoy and learn from a varied range of activities that provide balance and challenge. Children independently choose from a range of activities that are easily accessible and provide stimulation. They are interested in the activities available and spend time concentrating on self-chosen activities. For example, a child making a snowflake shape out of wooden pegs, able to complete the activity without support and then share his achievement with staff.

Helping children make a positive contribution

The provision is satisfactory.

Staff treat children with equal concern. They adapt activities to meet their individual needs. For example, through appropriate support and supervision. The staff introduce topics to teach children about other cultures. Themed activities, together with sufficient resources, help children develop a positive attitude to others. Staff are aware of children's individual needs and respect their differences. There are systems

in place to support children who have special needs. Staff work closely with parents and outside agencies to ensure children's needs are well planned for and met.

Staff make expectations of behaviour clear and give reasons for requests ensuring children understand why certain behaviour is not acceptable. For example, before going to the park, staff talk with children about how they expect them to behave, which they reinforced throughout the time they were out. Children in return, behave well, and know the routines and boundaries of the setting. They generally play well together and learn to share and take turns while playing group and team games.

The partnership with parents is suitable. There are informal systems in place for staff and parents to share information about their child at the beginning and end of each day. Staff gather all relevant information about children this enables them to meet children's individual needs.

Organisation

The organisation is satisfactory.

The areas used by the out of school facility are well utilised to make the best use for the children. This shows staff have a clear understanding of their role in supporting the children in their play.

Staff work well as a team and are effectively deployed to meet the needs of the children. All the staff hold a relevant childcare qualification and are experienced and caring in their role. The staff are committed to attending childcare training and development courses. This helps them to reflect, monitor and improve the quality of the care they offer to all children

Induction training ensures staff understand the policies and procedures so they can contribute to the safety and welfare of the children. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This ensures staff have the latest and most relevant information available. All mandatory records are in place, confidential and generally well maintained. Policies and procedures are generally used effectively to promote the welfare, care and learning of children. However, regular fire drills are not held or recorded and procedures for emergency evacuation not displayed. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

A concern was raised in February 2006 regarding sharing of information with parents. This relates to National Standard 12: Working In Partnership With Parents and Carers. We wrote to the setting and from the information provided we were satisfied

that the National Standards continue to be met. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure first aid boxes are suitably maintained
- ensure parents are aware of the information gained from the environmental health regarding the storage of food in lunch boxes
- ensure fire drill procedures are displayed and that regular fire drills are undertaken to ensure staff and children become familiar with the procedures to follow in the event of an emergency
- ensure children cannot leave the outside area unsupervised
- ensure radiator in the kitchen area does not pose a hazard to children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk