

Brighton & Hove Montessori

Inspection report for early years provision

Unique Reference Number	EY315451
Inspection date	27 June 2007
Inspector	Chris Mackinnon
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Type of inspection	Nursery Education

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Brighton & Hove Montessori School is an independent day care setting situated in the Five Ways area of Brighton. The setting uses a private house and nearby church hall. Children have access to secure garden areas. The setting is open five days a week during term time from 9:00 to 15:00. Regular visits are made by children to a nearby park and children's play area.

There are currently 34 children receiving nursery education funding. The setting supports children with disabilities and children who speak English as an additional language. There is a core staff team of five, most have appropriate early years or Montessori qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children achieve well and enjoy what they do

The provision is good.

The teaching and learning is good. Children are helped by trained and experienced staff to enjoy their learning and take part in a well organised and planned learning programme. Staff demonstrate an effective knowledge of all the learning areas and provide a wide range of learning materials, with many task based activities provided as part of the Montessori system. Much manual skill is developed and children are encouraged to seek help to solve problems.

Older children use books effectively to find information on countries of the world and learn about where they live. Younger children learn about sizes, shapes and measuring using many maths based materials. Children are also able to improvise and adapt resources to support their own play ideas. Staff encourage children successfully to use a wide range of tools during many table-top activities with writing, cutting and sticking included. Staff support children's enjoyment of books and story-times and children learn to look, listen and interact well, becoming confident talkers. Many physical activities are provided for children, both indoors and in the nearby park used by the school, where running, balance and catching games are enjoyed. Children also learn about nature, the weather and their local surroundings.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Parents are effectively provided with clear information on the setting's early learning programme and range of activities. Staff are consistent in taking daily observation notes of individual children's learning progress and achievements. Children are helped by staff to share, take turns and be helpful to others, effectively supporting their social, moral, spiritual and cultural development. Staff are well motivated and organise frequent meetings with parents to discuss their children's progress. Parents may access their children's individual development profiles and are invited to observe their children using the Montessori learning materials. The setting has produced written learning support guidance for parents, but more information could be provided on how parents can continue their children's learning at home. Parents have access to a parents' notice board, that gives details of the learning themes, events and outings. The setting is supportive of parents and parents may visit or stay with their children during the settling-in period.

Organisation

The organisation is good.

The leadership and management is good. The setting has a clearly set out and well planned learning programme based on the Montessori system. Care has been taken to ensure the six learning areas are also included in the planning. Precise written guidance is provided for staff on the effective organisation of resources and activities. Staff demonstrate an efficient understanding of the learning areas and carry out frequent observations of individual children's progress and development. Detailed records and learning development profiles are kept, to show how children progress. Staff consistently review children's records and revise the learning plans to focus on individual children's achievement. Staff have well organised and frequent meetings, monthly and every term, to evaluate the effectiveness of the learning programme. The setting manager provides clear and confident leadership to a well qualified and experienced teaching team. Staff are supportive of each other and organise their time with the children effectively to encourage children's successful learning and development.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

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 NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the nursery education

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

- develop written guidance for parents on how to continue their children's learning at home
- ensure the Montessori based assessments are also matched to the early learning goals in individual children's development profiles

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk