

BW Droxford Montessori School Limited

Droxford Scout Hut, Park Lane, Droxford, Southampton, SO32 3QR

Inspection date	07/05/2014
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

- All children make strides in their developmental progress given their starting points due to the excellent and tailored support provided by highly skilled staff.
- Children play and explore in the extremely stimulating, well-planned learning environment both indoors and outside.
- Children form extremely secure emotional attachments, providing a strong base for their learning and well-being.
- The highly effective partnerships with parents, external agencies and other providers, ensures children's individual needs are met quickly and they are extremely well prepared for the next stages in their learning.
- All people involved in the running of the nursery are committed to continually evaluating the nursery and bring about continuous improvements for children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside, in the garden and accompanied the children on a visit to the allotment.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies and procedures, self-evaluation and action plans.

Inspector

Jacqueline Munden

Full report

Information about the setting

BW Droxford Montessori School is one of two settings owned and run by BW Droxford Montessori Schools Ltd. It registered in 2013 and operates from Droxford Scout Hut in the village of Droxford, Hampshire. Children have access to an enclosed outdoor play area. They visit a local woodland area and an allotment. The setting is open each weekday from 9am to 3pm term time only and from 9am to 4pm for three weeks in the summer holidays. Children can attend on a sessional basis or all day. The setting is registered on the Early Years Register and the Childcare register. There are 21 children in the early years age group on roll. The nursery receives funding for the provision of free early education for three and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are three members of staff working with the children. The manager, who is also one of the owners, holds Early Years Teacher status. One member of staff holds a degree in early years and the other holds a recognised level 3 qualification in early years. The nursery promotes the Montessori philosophy of teaching and all staff hold Montessori Diplomas.

What the setting needs to do to improve further

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

- enhance further, the already good information given to parents, to help them promote their child's learning at home, with a particular focus on mathematical skills.

Inspection judgements

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

All children make excellent progress in relation to their starting points, including children with special educational needs and/or disabilities. This is because staff have expert knowledge of how children learn and brim with enthusiasm to help children progress in all areas of learning. Staff provide many inspiring and engaging activities that combine the principles of Montessori practice and that help children progress towards the early learning goals. The activities draw children in to exploring and experimenting and as a result, they are highly motivated and interested.

Staff provide familiar activities, such as painting, in a variety of ways to encourage children to try new experiences for them to explore and find out more. Children paint on the large 'window' using big sweeping movements and then clean it with a cloth. Children are engaged and completely focused as they learn and develop new techniques and skills. They dip the small wheels in the paint and then push the wheels backwards and forwards

over the paper making tyre tracks. Children move to the tiny easel with a very small piece of card on it and use the fine brush with a solid block of paint. They learn to dip the brush in the water before touching the paint block and carefully make very controlled, small marks on the paper. Children are developing a wide range of movements that increase their muscle control needed for writing and freely express themselves through art work. Staff are alert and know when to step in to promote children's learning, by saying that is a 'paint palette' for example.

Staff make very effective use of larger group times to help children to listen and take part in social activities. Staff plan the sessions well and have a range of interesting items for children to look at be involved in. Children show high level of interest as they quickly gather together to sing the 'hello song'. They learn about letter sounds as they find the day of the week and develop counting skills as they count the number of children present. Staff show the children a card with a number eight on it. They demonstrate tracing their finger over the textured number and encourage each child to do the same to reinforce their understanding.

Children learn about the natural world as they look at the potato and tomato plants they have previously planted. Staff teach the children the names of the parts of the plants. They talk about their differences including that one grows above the soil and the other below the soil. Children sing a song about growing and later visit the allotment where they plant sunflower seeds and look at the carrots that are now growing shoots. Staff engage in purposeful interaction with children that continuously promotes children's communication and language skills. Staff plan activities such as these, that link together throughout the days to provide children with ongoing experiences that build on their knowledge. This results in children being highly motivated and keen to learn more.

Staff make accurate assessments of children's learning. They look at children's starting points when they enter the setting. They make observations of each child and use this information to build up a picture of each child's abilities and identify any areas for development. The ongoing assessments feed into the progress check for two-year-olds. Parents receive regular updates about their child's progress in all areas of learning. Staff have made a good start at suggesting how parents can promote their child's learning at home. For example, they encourage parents to bring in objects from home that begin with the letter sound that matches the 'letter of the week' in nursery. This helps to promote children's early language and literacy skills. Staff do not always share as well, how parents can promote number and counting skills at home to fully enhance children's mathematical skills.

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

The extremely caring and nurturing staff play a very significant role in ensuring children are happy and settled. The key person gathers an in-depth knowledge of each child, their home backgrounds, the professionals involved in their life, and their very specific needs. As a result, all children's individual needs are met exceptionally well and new children settle quickly. Staff support children with additional needs very successfully. Children with

special educational needs and/or disabilities are fully engaged and happily play and learn collaboratively with their friends and adults. Staff use highly successful strategies to help children feel secure. They show children with communication difficulties picture cards of the activities and use signing as a visual means of communication. Through discussion, staff show they are clear how they support children that are learning English as an additional language.

Staff are extremely good role models and help children to respect each other. They use positive reinforcement at all times to help children manage their emotions and behaviour. Children behave well because staff skilfully guide children towards using effective methods, such as negotiation and cooperation through play. Staff teach children yoga explaining that it helps children to 'express anxious energy through certain movements and helps to build concentration'. As a result, a harmonious atmosphere permeates the nursery and staff promote children's emotional development very well at all times.

Children quickly learn the routines in the nursery so they grow in confidence and play a full part in the daily life in the nursery. For example, staff and children sit and eat together at lunchtime chatting. This helps staff and the children to develop strong bonds. Staff carefully and meticulously demonstrate to children how to complete a task. As a result, children show immensely high levels of independence and responsibility. They are extremely focused and determined and follow tasks from beginning to end when they select from the self-service snack for example. Staff make sure the equipment, such as the small milk jugs, are manageable to enable children to succeed. The picture menu tells the children what foods are available, which helps them to make choices. They carefully place cereals in the bowl and pour on the milk and wash up when they have finished.

Staff provide a superb, highly inspiring environment where children can play and learn both indoors and outside. The rich and varied play areas, with well-chosen high quality play resources, effectively support all areas of children's learning and development. Children are very aware of keeping safe as staff teach them the safe way to carry scissors. They follow procedures when they go out walking to the allotment and listen carefully to instructions given by staff. Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. Staff make excellent use of the varied and interesting outdoor areas to promote children's good health and physical development. Staff prepare children extremely well for their future learning. This is because children learn exceptionally positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with schools and other settings that children attend.

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

The excellent leadership and management of the setting plays a key role in ensuring that staff practice is of the highest quality. The highly effective management team has an extremely secure understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All aspects of the nursery

provision are extremely well organised. The meticulous implementation of policies and procedures underpins the safe and smooth running of the nursery. The manager follows robust recruitment and induction systems to help her make sure that all people working with the children are suitable. Staff are trained in child protection and have an excellent understanding of safeguarding procedures and how to protect children. The premises are extremely safe and secure as thorough risk assessments are completed. Outings to the woods and the allotment are scrupulously risk assessed and staff take effective steps to keep children safe.

The manager and staff team have an exceptional understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They share their practice with other practitioners at external meetings and conferences. The manager implements rigorous systems for self-evaluation, which include all those involved in the nursery. The manager uses highly effective systems to monitor the success of the educational programmes which brings about continuous improvements for children. Ongoing staff appraisals help to constantly develop their professional development. For example, on reflection of the already effective visits to the woodland area, staff decide they want to attend 'Forest School' training to enhance the learning opportunities they offer children. The manager seeks the opinions of parents, children and the local authority and uses them to pursue excellence.

Partnerships with parents are highly successful. Staff are very welcoming and friendly when parents arrive with their children, and have a useful update to discuss children's changing needs. Parents receive good quality information about the Early Years Foundation Stage and the Montessori principles of teaching. Parents praise the staff highly and one reports that their child 'has gone from being quiet, sad and shy to content, chatty and confident'. Parents say the staff are 'very loving and caring' and that their children are engaged and interested in the activities staff provide. Staff are committed to providing a fully inclusive provision and successfully contribute to the team around the child. They work exceptionally well with parents, other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a very strong effect on each child's excellent welfare and learning.

The Childcare Register

The requirements for the compulsory 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. It will be monitored and inspected within twelve months of the date of this 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		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	EY470932
Local authority	Hampshire
Inspection number	941362
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	21
Name of provider	BW Droxford Montessori School Limited
Date of previous inspection	not applicable
Telephone number	07970757494

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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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