

# Martyr's Green Montessori Day Care Nursery

Pound Farm, Old Lane, COBHAM, Surrey, KT11 1NH

<b>Inspection date</b>	25/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		1
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

- Children form strong relationships with all staff and are safe and secure within the nursery's warm and welcoming environment.
- Staff know the children extremely well and effectively plan to meet their individual needs.
- Children understand their rules and boundaries as staff are excellent role models and as a result children learn to be kind to one another and take turns during activities.
- Staff help children with their all-round development and encourage them to become independent learners. Consequently children are making good progress in their learning and development.

### It is not yet outstanding because

- Although staff provide sufficient resources for younger children to investigate there are limited natural materials and everyday objects for them to investigate.

## 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 completed a joint observation with the nursery manager.
- The inspector observed the children in all of the nursery rooms and the garden.
- The inspector gathered feedback from the parents.
- The inspector sampled documentation of children's files.
- The inspector sampled policies and procedures of the nursery.

## Inspector

Maria Powell

## Full report

### Information about the setting

Martyrs Green Montessori Nursery originally opened in 2001 and re-registered as a limited company in 2013. It operates from a single story converted barn on a farm site and is situated on the outskirts of Cobham, Surrey. There are six rooms available to children and children are grouped according to their age and ability. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm Monday to Friday for 50 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 20 staff, of these 14 hold early years qualifications. The setting follows a Montessori approach.

### What the setting needs to do to improve further

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

- extend opportunities for the younger children to explore with a variety of everyday objects and natural materials.

### Inspection judgements

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

The nursery environment is bright and colourful with decorative displays which have been made by the children. Their art work is displayed decoratively with their names so they can feel proud of their creations. This helps develop their self-esteem and sense of belonging in the nursery. There are six rooms available for the children to use and in addition the nursery also has weekly ballet, football and music lessons. Children have access to the stable area so they can see the animals and observe the natural world around them. Staff learn about children's starting points from their parents and make ongoing observations to assess their progress. Staff use what they learn from their assessments to effectively plan for the individual needs of the children. The nursery groups children to meet their individual developmental needs. There is a small room for the younger babies who are crawling and starting to walk to use. Then once children are confident on their feet and walking they move on to the adjoining room to play and interact with each other safely. When ready children move on to the 'Dairy' room. This consists of a large room for creative development and a smaller room where children can develop their imaginations and do role play. The oldest children are located in the 'stables' room and staff in this room help the oldest children prepare for their move on to school.

Children enjoy musical activities. Staff encourage children to explore musical instruments. They show the children how to use their instruments by tapping and shaking them. The

children respond well and bang and shake their instruments. They move around the room enthusiastically, moving their bodies and smiling at each other. Staff praise children for their tapping and banging and help children express themselves as they explore the different sounds. As a result children develop their listening skills and enjoyment of music. This also helps children develop their imagination and their physical skills.

Staff help children as they move around the play equipment in the room. Younger children are developing their physical skills as they move over the top of wooden blocks and staff hold their hands if they need guidance or support. Staff are caring and nurturing and praise children for their efforts. As a result children's confidence is developing well. Staff encourage children to engage in their play and independently explore the resources, including cars, role play, construction blocks and books.

Staff sit and read books to the children and look at the pictures together. Children point to the pictures as staff turn the pages. Children babble words as they point at the pictures. Staff repeat the words to the children using single words when describing an object from the book to develop their language. This results in children developing their early literacy skills as well as their social skills. Younger children can explore soft textured books by themselves, along with a range of other age appropriate resources. However there are fewer opportunities for younger children to investigate the textures the different textures of everyday objects and natural materials as part of their exploration of the world around them.

Staff provide children with water play and creative activities. During the water play activity children pour and empty water from different containers, pour water into sieves and explore water with a sponge. Staff ask children questions to encourage them to think and express themselves. For example, staff ask children 'what is happening to the sponge?' and some children reply 'it is getting wet'. Staff develop children's awareness of how to keep themselves and their friends safe. For example, as children spill water on floor staff remind them about the floor being wet and therefore they could fall. During a hand and finger painting activity children feel and explore the texture of the paint as they rub their hands through it and use it to make marks. Staff support children with recognising the colours they are using to fully engage them in their learning. As a result children learn about colours and engage well in their learning as they use explore using different parts of their bodies.

Staff blow bubbles for children and this interests the children. Staff develop children's awareness of mathematical language as they talk about the size of the bubbles being blown. Children repeat 'big' and 'little' and increases their vocabulary and develops their mathematical skills.

Staff monitor the educational programmes well. They provide children with a good range of appropriate activities to promote their all-round development. For example in the 'stables' room children are being taught about letters. Staff sound out the letter and then repeat the letter and encourage children to repeat this. Children make marks in the sand provided to form the different letters of the alphabet. This results in children improving their literacy skills and developing their hand-eye coordination as they mark out different letters in the sand.

Staff actively support children's communication and language within all the rooms as they ask appropriate questions and show interest in what children say. In the 'stables' room children can move freely between the indoor and outdoor learning environments. Children engage in water play using different objects to explore and extend their play. For example they add different sized stones, toy ducks, toy tadpoles and toy fishes. Children hold the stones and talk about the weight of the stone. Staff encourage children to think for themselves and ask how the object feels and about its weight. The children also add colour paper and imagine this is seaweed. They talk with staff and describe how the seaweed smells. Staff praise children for their responses. As a result children develop their mathematical, language and imaginative skills well.

Staff help children develop their creative skills as they mix the different paint colours. Staff talk to the children about the colours they mix together to create their own colours. Children are able to choose their own resources during the activity and this results in children learning about colours and discovering what happens when they mix different colours together.

Staff encourage children's to construct throughout the nursery. Children use their physical skills as they move the wheelbarrow around the garden with the blocks. Staff help extend children's language as they build. Children imagine they are building houses and staff offer suggestions to promote children's language and thinking skills. For example staff ask children 'how tall will the walls be?' to encourage them to think about how tall they need their house and develop their awareness of size.

Staff set out interesting activities in the garden for children to explore. There is an outside hut where children can use puzzles and listen to music. Staff make good use of both the indoor and outdoor learning environments to extend children's learning in all areas. As a result children are developing well in their all-round development and this prepares them ready for school.

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

Staff support children exceptionally well in regards to their well-being. They show care and affection to all children in their care and are highly attentive to the children's needs. The environment is exceptionally child-friendly and welcoming to those families that attend. This ensures that children settle quickly into a familiar routine. Children who are upset during the morning are quickly reassured by staff who respond to them well and provide them with comfort and reassurance. Staff are nurturing and caring for the children and know their individual needs well. As a consequence children develop secure attachments with them and their emotional well-being is exceptionally well supported.

There is a fully established and highly effective key person system in place. Staff have developed strong attachments with the children and this enables children to feel confident to explore the stimulating environment. Parents are welcome to stay at the nursery until their children are settled and there is no rush for them to leave. This helps parents feel

confident that their children are settled and helps build strong relationships between parents and staff. Children's key persons meet on a daily basis with parents to chat and share information about their children's achievements and how they have been that day. This promotes a cohesive approach to children's care and learning.

Children behave exceptionally well. There are exciting resources which enable children to play cooperatively and to work together. Staff praise children well for their achievements and this gives children the confidence to continue to explore and develop their experiences within the nursery. Staff manage children's behaviour to a high standard and children behave exceptionally well. They share really well with each other and demonstrate they can take turns fairly. Staff are very good role models and model appropriate behaviour to children. Children choose their own equipment and respect this as they put them back in the correct places. These all help children develop the skills they need for their future learning and their move on to school.

Children are offered healthy snacks and nutritious meals. Staff sit with the children to make meal times a sociable time. Staff talk to the children about the vegetables and fruit they eat. This results in children developing an understanding of a healthy lifestyle. There are menus clearly displayed in the nursery for parents to keep them fully informed about what their children may be eating. All children are developing very good independence skills at mealtimes and show excellent social skills around the table. Staff display children's individual dietary requirements in all the rooms, including the kitchen, to ensure that children only receive food they are allowed. This enables staff to keep children safe and their well-being needs are prioritised by staff. During meal times staff teach and remind the children how they should walk around the room when carrying their cutlery. Children respond extremely well. As a result children develop their understanding of how to keep themselves safe when using or walking around with equipment. All the staff are first aid trained and are fully aware of how to treat children when accidents occur or they are unwell.

Parents speak highly of the staff and say they support children exceptionally well from the time they first start at the nursery. It is clear that staff foster the children's emotional well-being extremely well. They structure the settling in process to meet the individual needs of the children and parents. When children's move on to the next group room the key person goes with them to help them settle and share information with the staff there. The key person only leaves children in this new room once they are comfortable there.

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

Management and staff demonstrate a clear understanding of the safeguarding and welfare requirements. They attend training to update their own knowledge and skills to ensure they are confident to identify and share concerns about children's welfare with the appropriate agencies. All visitors are asked to switch off mobile phones and to sign into the visitor's books. Therefore staff safeguard children's welfare well. The management team follow robust recruitment processes to ensure staff are suitable to work with children.

Staff are given a thorough induction before they start the nursery so they are aware of the nursery's policies, procedures and care routines. Any changes made to the policies and procedures are highlighted to all staff through staff meetings. Staff have regular supervision sessions and annually appraisals relating to their performances. They also identify relevant training to prioritise staffs' ongoing professional development. For example, some staff are currently completing further qualifications in order to improve their own knowledge and to help children further in their learning and development. The manager and provider work closely to support the staff. All staff well as a team. The manager monitors the rooms regularly so she is fully aware of the care routines in each of the rooms. Staff value the managers input in each of the rooms. This shows a strong commitment to driving continual improvement within the nursery.

Staff consistently demonstrate a good understanding of the learning and development requirements. Management oversee the assessment and planning to check that staff have a consistent approach and are able to identify gaps in children's learning. Staff have a good relationships with the parents. They keep parents involved with children's learning and invite parents in regularly to talk about children's development and progress. Parents state they are well informed about their children's progress and happy with how the staff treat all the children as individuals. The management team discuss children's progress with staff during their regular team meetings to promote continuity in care.

Staff complete thorough risk assessments to ensure the areas in which children are care for are assessed for any potential risk or hazard. This ensures that the nursery is safe and secure for all children. Staff are deployed effectively within the rooms and they supervise the children well to keep them safe. There are staff with recognised childcare qualifications in each room who ensure they provide stimulating activities for the children.

The management team effectively reflect on their own practice and self-evaluate their provision to identify areas for further improvement. They include feedback from the parents and the children. The self-evaluation drives continuous improvement to ensure all children's needs are being met. The nursery has positive partnerships with parents and other early years settings children attend. There are also good links with local schools that children link into to help children when they move on to the next stage in their learning.

### **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. 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

<b>Unique reference number</b>	EY463145
<b>Local authority</b>	Surrey
<b>Inspection number</b>	936290
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	53
<b>Number of children on roll</b>	120
<b>Name of provider</b>	Martyrs Green Montessori School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01932866244

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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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