

# Puddleducks Montessori Nursery School

Inspection report for early years provision

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<b>Inspector</b>	Louise Bonney

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Puddleducks Montessori Nursery School was registered in 2006. The nursery operates from a village hall in North Warnborough, Hampshire. Children have access to a playroom, toilet facilities and an outside area. The nursery opens four days a week, excluding Wednesdays, during school terms. Sessions are from 9.15am until 3.00pm on Monday, and 09:15am until 12:30pm on Tuesday, Thursday and Friday. There is a lunch club between 12:30pm and 1.00pm each day.

The nursery is registered under the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the nursery at any one time. The nursery accepts children from two to five years old. There are currently 17 children on roll, all of whom are in the early years age range, who attend various sessions. There are no children currently attending within the later years age range. The nursery has no children with special educational needs and/or disabilities or with English as an additional language.

There are four members of staff who work with the children. Of these, two hold Level 4 qualifications and one holds a Level 2. There are two members of staff currently attending additional training for Montessori qualifications. The nursery operates in line with the Montessori educational philosophy and provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have clear knowledge of children's learning and development, and they successfully promote their welfare and learning. Staff safeguard children well and children develop excellent behaviour and understanding of how to play safely. Staff have strong partnerships with local schools and parents, which helps ensure that overall children's individual needs are shared and met. Effective self-evaluation involves external advisors, parents and staff, with priorities for development identified and acted upon so that the provision is continually improving.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- reflect children's home languages and establish opportunities for play and learning that acknowledge all their particular cultural backgrounds.

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

Staff undergo appropriate vetting and induction procedures to ensure they are suitable to work with children and able to implement the nursery's policies and procedures. They attend safeguarding training to ensure their knowledge of how to protect children is up-to-date and maintain appropriate records and documentation. Staff thoroughly risk assess and review all aspects of the provision, including outings such as visits to the mobile library. This ensures action is taken to reduce hazards and safeguards the children well.

The leaders and staff are committed to providing high quality care and education for the children and thoroughly evaluate their provision. They act on feedback from the local authority's advisor, parents and staff, and have clear development plans which are systematically implemented. They have introduced many improvements since their last inspection, such as systems for gathering feedback from parents and a cosier book corner which improves children's use of books and role play. Future plans include the development of outdoor provision and children's awareness of diversity, such as through linking up with a South African group and the purchase of photographs to prompt discussions about similarities and differences. Leaders support staff's professional development by organising training, such as for Montessori qualifications. This shows good levels of commitment to its continual development.

Staff imaginatively set up activities, which provide a welcoming and stimulating environment for children. They take full advantage of natural resources, such as when they set out trowels, forks and buckets by a pile of snow left after the thaw. Children learn to take care of resources as they carefully replace them on low shelves after use. They learn about recycling through visitors coming into the nursery to share their expertise. This promotes the sustainable use of resources well.

Staff develop good partnerships with parents and others. They seek information from parents about children's starting points and care needs. Parents are informed about the provision through printed information and access to a secure website. They learn about their children's progress through shared diaries, and attend termly meetings with their child's key person to share their learning journey records. Staff establish partnerships with teachers and other providers by attending cluster group meetings and visits to each other's settings. Staff share advice sought from external agencies if they have concerns about children's development in order to ensure provision for their needs. This develops a two-way flow of information that supports continuity of care and learning for the children.

## **The quality and standards of the early years provision and outcomes for children**

Staff know the children well and thoroughly assess their learning and development towards the early learning goals and Montessori outcomes. They use these

assessments to plan activities that support children's individual learning aims and interests. Children enjoy participating in a stimulating range of activities inside and out, and which take advantage of their different learning styles and interests. They have excellent levels of challenge through sustained interactions with staff, who encourage them to develop their ideas and abilities with praise and encouragement. Staff encourage children to consider what they have learnt as they look through their learning journey records or recap on past activities. Children show good attitudes towards learning as they take part in adult-led activities or initiate their own play. They develop high levels of independence as they make choices and select Montessori resources from low shelves and carefully put them away after use. Children show excellent levels of concentration and persistence, and when staff deliver an activity with a clear learning aim they often wish to repeat it, such as when using rods to develop understanding of calculation, quantities and numerals. This helps children make excellent progress in many areas of learning and development.

Children have free access for part of the day to an outdoor tarmac area, with activities to support learning in all areas. Here they have opportunities for more energetic activities such as running and balancing on small climbing cubes and seesaws. Yoga has recently been introduced to provide additional challenge. Children have some opportunities to learn about diversity, such as when a parent visits to share Hindu celebrations or through the use of some resources that reflect other cultures and disability. This encourages them to respect and value similarities and differences. However, not all children have their culture or home language reflected effectively to further develop their sense of inclusion.

Children establish trusting and friendly relationships with each other and staff. They develop excellent behaviour through staff's modelling, praise and sensitive support, whereby children consider the impact of their behaviour on others. They show good awareness of how to stay healthy through healthy eating, outdoor play and hygiene routines. They show excellent understanding of how to be safe. Younger children know how to carry scissors and chairs carefully, and take care when pouring from glass jugs into glasses during Montessori activities. Staff engage with them to consider how running indoors impacts on safety and they quickly adapt their behaviour. Staff support individual children closely during activities, which leads to the development of close relationships where children confidently talk about themselves and show trust in staff helping them when they have difficulties with others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met