

Brambly House Montessori School

Inspection report for early years provision

Unique reference number	EY368218
Inspection date	29/10/2008
Inspector	Joanne Lindsey Caswell
Setting address	Rockshaw Road, Merstham, Redhill, Surrey, RH1 3BZ
Telephone number	01737 644466
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Brambly House Montessori School has been established since 2000, although it was re-registered in 2008 due to a change in management structure from a partnership to a limited company. Bramley House is a privately-owned Montessori school which is managed by two Montessori Directress who share the daily management and are present at the setting each day. Bramley House offers pre-school education based on the Montessori philosophy and is registered on the Early Years register to provide care for a maximum of 20 children aged from two years to under five years. The school is set within a detached property in a semi-rural area and is accessed through a side gate. Children use rooms on the ground floor and a fully enclosed outside area. The school is open, Monday to Friday, from 08:00 to 18:00, for 50 weeks of the year. Children may attend either on a full time or part time basis.

There are currently 48 children, aged from two to four years, on roll. Of these, 11 children receive funding for nursery education. Brambly House supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of eight staff work with the children. Of these, seven hold recognised early years qualifications. A team of four peripatetic staff visit to teach specialist activities.

Overall effectiveness of the early years provision

The nursery is exemplary in all areas and there are excellent partnerships in place to support children's learning and development. Children's progress towards the early learning goals is excellent and extensive provision is in place to ensure children become active, independent learners. Staff value the diversity of all children and promote inclusion exceptionally well throughout the nursery. This ensures all children are fully integrated and provision for supporting their welfare, learning and development is exceptional. Self-evaluation at all levels is rigorous and indicates a highly analytical approach towards making continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the excellent use of the outside area to increase the range of learning opportunities available to children

The leadership and management of the early years provision

Meticulous records and documentation fully support children's welfare and ensure all health and safety policies and procedures are clearly adhered to. Comprehensive risk assessments cover all aspects of the nursery and these are used highly effectively to review practice and ensure children are consistently kept safe. For example, a monthly review of accident records and an evaluation of evacuation procedures ensure staff consistently monitor their practice and identify any areas for improvement. Safeguarding policies are extensive and staff undertake regular training to ensure their knowledge and skills remain up-to-date.

Exemplary partnerships with parents/carers, external agencies, other providers and local schools ensure children's individual needs are consistently met. For example, parents/carers are actively involved in sharing their knowledge of children's current interests and skills to enable staff to plan for this and provide relevant activities and learning opportunities. The nursery managers actively work together with other settings children attend to ensure planning and assessment records are shared and consolidated.

Staff development is given high priority as the nursery managers are proactive in seeking out relevant training in order to support all staff in building on their knowledge and developing their professional skills. The meticulous and comprehensive range of self-assessments demonstrate the managers' total commitment towards high quality across all aspects of provision. The exceptionally high aspirations of the two managers and the total dedication and professionalism of the staff team results in care and education of the highest standard.

The quality and standards of the early years provision

Children make exceptional progress in their learning as staff provide an extremely exciting, well-planned and well-resourced learning environment. Staff are highly skilled Montessori practitioners who know the children extremely well and facilitate children's learning through fun, purposeful activities, spontaneously chosen by children. Staff value each child for his/her uniqueness and assess each child closely in order to recognise his/her individual learning and developmental needs. Meticulous observations and continuous assessment is used highly effectively in order to ensure all children achieve extremely well.

Children develop extremely high self-esteem and have autonomy to make their own decisions. The Montessori philosophy helps children to become active, independent learners and to explore, experiment and make discoveries within their learning. Excellent use is made of the internet as a resource for children to develop their knowledge, explore their own ideas and extend topic work and spontaneous discussion. For example, whilst talking about nature, children use the internet to research pictures of wild animals. This gives children a superb understanding of the use of technology which contributes towards their future economic well-being and helps them to enjoy their learning.

Children are highly valued as individuals as staff listen attentively to children and respect children's different personalities and personal preferences. Staff demonstrate exemplary practice in forging strong, positive relationships with all children and tailoring the curriculum and programme of activities to match each child's interests and abilities. For example, the learning programme helps children to become aware of the needs of others and to respect different cultures and customs from around the world. As a result, children feel positive about themselves and develop very positive attitudes towards learning. Excellent use is made in displaying children's work and models. For example, the 'Proud Shelf' is accessible to all children and provides a visible place for children's work to be seen by others and clearly valued.

The learning environment is used well and children participate in activities both inside and outside. The recent re-development of the outside area has improved the range of learning resources available outdoors and extensive plans are in place to develop this further.

Excellent provision is in place to develop and extend children's language and literacy skills. Staff utilise every opportunity to communicate and engage in conversation with children. This includes seeking out alternative methods of communication, such as Makaton, and by working closely with parents/carers of children who speak English as an additional language in order to learn familiar key words. As a result, all children develop excellent skills in literacy and understand that words carry meaning. This is particularly evident when children follow printed words to create an imaginative recipe as part of topic work on Halloween.

Children's health, safety and well-being is promoted exceptionally well throughout the nursery and this is integrated into all areas of practice. For example, the nursery cook is a highly respected staff member who works tirelessly to provide healthy, wholesome and freshly-prepared meals. In addition, she actively helps children to develop an interest in foods and recognise the importance of healthy eating by completing cookery activities with children. Children's welfare is extremely well supported and children clearly understand how to play safely and to keep themselves, and others, free from hazards.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since 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.