

Bobtails Montessori Nursery School

Adversane Hall, Adversane Lane, Adversane, Billingshurst, West Sussex, RH14 9JN

Inspection date	02/12/2014
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- The quality of teaching is excellent and so children thrive. The staff have a fully embedded knowledge of the Early Years Foundation Stage and are highly skilled in challenging and extending children's learning, which means they are all making very good progress.
- Children behave exceptionally well because they are engaged in all learning opportunities and staff are motivational, which inspires the children to learn.
- Children are very safe at the setting because staff deploy themselves extremely effectively at all times. They also have a comprehensive knowledge of safeguarding procedures, which means children's welfare is protected at all times.
- Staff have an exceptionally nurturing relationship with all of the children, which means children display particularly high levels of confidence and self-control during all activities and their needs are met exceedingly well.
- Staff are highly reflective and include the views of parents comprehensively when monitoring their provision to achieve the best outcomes for children. The management and staff also include them in all aspects of their children's learning and development, which supports learning at home.

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 observed activities in the indoor and outdoor environment.
- The inspector sampled children's development records and the setting's policies and procedures.
- The inspector took part in a joint observation with the lead member of staff.
- The inspector spoke with both managers and some of the staff to gain their knowledge and understanding of their roles and responsibilities.
- The inspector spoke with parents to gain their views on the setting, the staff and how they feel their children were developing.

Inspector

Hannah Barter

Full report

Information about the setting

Bobtails Montessori Nursery School is privately owned. It registered in 2000 and operates from one room in a community building in Adversane, West Sussex. All children have access to an enclosed outdoor play area. The setting is open each weekday from 8.45am to 4.15pm, term time only. There are currently 37 children on roll who are all within the early years age range. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. The setting employs eight staff, of whom seven hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- further enhance children's very good mathematical development and understanding of the concept of time.

Inspection judgements

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

Staff have an excellent knowledge and understanding of the Early Years Foundation Stage. They show extremely effective teaching skills when working alongside children and offer interesting and thought-provoking activities to all of them. For example, staff taught children about simple addition and subtraction to challenge and extend their mathematical skills. Children grouped toy elephants according to size and colour and staff challenged children to think by asking how many they would have if they added one and then two more. Staff also introduced new vocabulary to enhance children's language skills. They questioned the children about what a group of elephants was called, explaining it was a herd.

Children are very active learners who show they are excited and thoroughly enjoy taking part in the activities on offer to them. All of the staff have a very secure understanding of Montessori teaching methods and display highly impressive teaching skills when interacting with children. Children extended their hand-eye coordination skills by spooning coffee beans from one bowl to another during the inspection, solving problems about how to transport varying amounts without spilling them. Staff offered high levels of praise, which developed children's self-esteem and encouraged them to have a go and persevere. Staff are able to quickly recognise when children are easily completing different Montessori activities and skilfully offer further extension and challenge without disrupting

children's learning. Instead of using spoons for transferring the coffee beans they offered tongs, which promoted children's fine physical development and made the activity more challenging.

Children are very confident in using technological equipment to enhance their understanding of the world and how things work. Children have access to a computer which is loaded with programmes to challenge and support their mathematical development. Children showed very high levels of confidence and successfully moved the mouse to select the tallest and thinnest pencils on the screen during the inspection. This demonstrated their secure knowledge and understanding of mathematical understanding and language. Staff offered gentle support to promote children's confidence but allowed them to independently work things out for themselves and select the correct answers.

Staff regularly carry out observations of children's play and learning to enable them to report comprehensively on what children can already do and show the progress in the children's development. The observations are purposeful and inform all staff on how they can plan to offer further challenge and extension to children's learning. Staff complete additional observations twice a term to monitor children's overall progress, interests and independent learning. These observations inform children's next steps. Due to the observations being extremely focused on each child, next steps are also very individual and focus on specific areas of learning and development. They also include children's changing interests, which therefore motivates the children to learn more. Each key person monitors their children's development extremely closely. Next steps do not have a time restraint put on them, once staff observe children confidently achieving their next steps, new ones are then created. This allows children to learn at their own pace while staff closely supervise and guide them.

Staff provide children with special educational needs limitless amounts of support to meet their specific needs. Staff work extremely well in partnership with parents and external agencies to ensure that all children, regardless of their starting point, are making progress towards the early learning goals. Staff have an excellent knowledge of how each child chooses to learn, for example, some children learn better outside and are far more focused than when they are indoors. Therefore, staff plan activities accordingly and take learning opportunities outside as much as possible. Staff listen to children and take their suggestions fully into consideration when planning the environment. This means that children show interest in all activities and staff motivate them to learn. Consequently, all children are making excellent progress in their learning, taking their starting points into consideration. This prepares the children particularly well for their future learning and move to school. Staff share all assessments with parents routinely and value and encourage their input and suggestions. In addition to the required progress check for two-year-old children, parents receive a detailed assessment on their children's learning and developmental stage each term.

Children are exceptionally confident in communicating with the staff and each other. For example, children asked staff to help them to draw a snail after they had observed them in the garden. Staff offered significant extension to children's communication and language development as they asked questions such as what colour they thought the snail should be and why snails were slimy. This promoted children's critical-thinking skills. Staff

also further developed children's thinking skills by asking them to recall the time that they were in the garden and found some snails. This encouraged children to discuss and describe their own experiences, which they did confidently. At the inspection, children thoroughly enjoyed story time because staff read with high levels of enthusiasm and consistently asked children questions throughout the story; for example, 'His body was like jelly, who can wobble like jelly?' And 'He had six legs, who can show me six fingers?' Children were highly engaged in the story and showed excitement when contributing to it.

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

Children are extremely happy within the setting and are thriving. Staff are nurturing and have excellent relationships with all of the children. This enables them to feel safe and secure, which during the inspection was clearly demonstrated through their sheer levels of confidence and independence. All of the children have a key person, though both staff and parents commented on how they have secure relationships with all of the children. Children's well-being is given the highest priority. Staff tailor settling-in sessions to meet the individual needs of the children. Parents are invited to stay for as long as they wish to enable their children to settle and get to know the staff. Children have a secure understanding of hygiene procedures to safeguard children's health and well-being. While preparing for snack time, staff asked the children to clean the tables and why they had to do this. Children responded 'To get rid of germs'. Staff also asked children why they needed to wash their hands before snack and without prompting, the children confidently shouted, 'So we don't get germs in our tummies'. Children were able to select their own fruits independently and older children were encouraged to pour their own drinks, which develops their independence and self-help skills.

Children behave exceptionally well because staff are excellent role models. The environment is constantly harmonious and calm. Children are engaged in their activities and staff offer consistent motivation in order for them to learn. Staff teach children how to keep themselves and others safe at all times by role modelling correct behaviour. For example, while moving chairs around the room, staff reminded children how to carry their chairs by showing them so that they did not hit anyone with the legs. Children listened to the staff and copied the actions that they had been shown. This allows children to take responsibility for their actions and develop a very secure understanding of how to keep each other safe. Only very occasionally did children not understand what staff expected from them. This was because they were not given visual aids to develop their understanding of the concept of time.

Staff do not question why children want to do things, instead they use every opportunity to promote children's learning comprehensively. For example, a small group of children wanted to do some painting. Staff resourced the area very well and then let the children decide on what they were going to do next. This provided children with a strong base for allowing them to independently explore. After a few minutes, and when the activity was established, staff asked children to tell them about their drawings. Children were clearly extremely proud of their achievements and took it in turns to tell the staff what they had created. Staff offered lots of praise and suggested that they display their work on the wall.

This develops children's self-esteem and sense of belonging exceptionally well within the setting.

Staff provide children with purposeful, exciting and fun activities both indoors and outdoors which encourage them to develop their physical skills and promote a healthy lifestyle. For children that did not want to go outside during wet weather, staff moved tables and sang different songs which allowed the children to slither like snakes, jump like bunnies and juggle like clowns. Children also have access to a secure outdoor area which is very well equipped with ride-on toys and a large sand tray. Children enjoyed riding up and down the path beeping as they went past. Staff encouraged children to throw balls to each other to extend their hand-eye coordination on a larger scale. The children decided to take turns and independently chose the order in which they should use the balls.

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

The management and staff have an outstanding knowledge and understanding of the safeguarding and welfare requirements. All of the staff have completed child protection training and demonstrate an excellent understanding of their roles and responsibilities to safeguard children. They can confidently explain how to record and report the required information if they are concerned about a child's welfare. Staff's roles are clearly identified and their responsibilities in keeping children safe are very detailed. Highly comprehensive risk assessments are in place which staff use robustly to monitor the setting and ensures that it is safe for children. In addition to this, activities and equipment are also risk assessed depending on the age and stage of development of the children who attend, to keep every child safe.

Recruitment procedures are extremely thorough. Successful applicants are subject to a clear suitability check and written references. All new staff are assigned a mentor as well as completing a thorough induction process. This ensures they are fully aware of their role and responsibilities towards the children. Staff supervision is highly reflective. Staff are encouraged to discuss their practice and highlight any areas they wish to develop to maintain very high standards and continue to improve even further. Peer observation enables them to learn good practice from other staff and to realise their strengths and weaknesses. The staff make very good use of their personal development plans, accessing training and support to continuously improve. Consequently, staff are highly motivated because they are very well supported and aware of the manager's expectations to offer an outstanding level of care and education for all children.

The manager's approach to self-evaluation and continuous development is highly impressive. She monitors the provision and identifies areas to develop further, using key persons' assessments as a base to work from. This shows, as a group, the areas of development that children are achieving or excelling in. Therefore the manager is able to monitor children's progress and ensure that all children are being offered targeted, challenging opportunities. Consequently, children make exceptional progress towards the early learning goals. The self-evaluation document is detailed and comprehensively states

the progress the setting has made since their last inspection. For example, a previous recommendation was for children to serve their own food to promote independence. Parents were not happy with the idea of them serving hot food so the staff now encourage children to serve their own dessert and snacks. Therefore, while children's independence is being promoted, parents' wishes are also taken into consideration. The staff consistently monitor their practice and discuss with each other ways they can improve their provision. For example, they have identified that they would like to attend speech and language training. This is due to an increased amount of children who need additional support with their communication and language development. This demonstrates that the staff are able to react to the changing needs of children extremely well to help them to achieve the best possible outcomes.

There are very strong and effective links between additional settings and local schools. This means that partnership working enables the staff to share ideas and consistently monitor children's development. In turn, this helps staff to ensure children are fully prepared for their move to school. Constructive relationships with external agencies, such as speech and language therapists mean that children are given the support that they need to progress their development. This partnership working complements children's learning and development.

Staff have excellent relationships with the parents. Staff make time for parents each day to discuss their children's development, interests and activities they have enjoyed. In preparing children and their parents for school, the setting provides an information pack. This details the sorts of skills that will be expected from their children, for example opening and closing lunchboxes. Ideas are suggested for parents to develop their child's learning further at home; for example, reading with their children and offering writing opportunities which promotes literacy and physical skills. Parents are very happy with the setting. They state that their children had no problems in settling and look forward to coming each day. They are very pleased with the progress in their child's development and comment that their speech and language is far more advanced than what they would expect for their age. Parents also comment on the flexibility of the management team and are grateful for the amount of time they spend with their children and in helping them make such good progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	113380
Local authority	West Sussex
Inspection number	839854
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	22
Number of children on roll	37
Name of provider	Eleanor Bradley and Patricia West Partnership
Date of previous inspection	14/10/2009
Telephone number	01403786176

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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