

Inspection date	23/10/2013
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

- Staff have an outstanding knowledge of the Early Years Foundation Stage. They are extremely skilled in using the Montessori teaching techniques and different learning strategies to promote children's rapid development.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- All children are warmly welcomed and fully included in the life of the setting. They are respected as individuals and treated with kindness, and their emotional security is given high priority. Relationships with the practitioners are warm and nurturing.
- The provider and her staff team regularly evaluate the provision and carefully monitor and review their practice to make ongoing improvements. This means that children receive the very best care and learning opportunities so that they make significant progress in all areas of development.
- The setting has excellent links and other providers and agencies, which means children's individual needs are met and continuity for children's care and support for their learning is promoted.
- Listening to young children is firmly embedded within the setting and ensures children have superb opportunities to engage in decision making processes.

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 looked at children's records, observation and assessment files and planning documentation.
- The inspector observed activities indoors and in the outdoor play area.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Joanne Ryan

Full Report

Information about the setting

Mrs Robert's Class Ecole Montessori was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Broadheath area of Altrincham, Cheshire, and is close to local facilities. The whole of the ground floor of the provider's home is used for childcare purposes. This includes a designated playroom and children's toilet and nappy changing facilities. There is an enclosed garden for outside play and the provider's family have a pet cat.

It is operated by two childminders who follow the Montessori method of teaching and who employ four assistants on a part-time basis. Of these, five hold appropriate early years qualifications at level 2 and 3. Occasionally, four of them work together to provide childcare. Both providers were originally registered in 2008 and operating as individual childminders.

The setting provides care for children from two years of age. There are currently 15 children attending who are in the early years age group. It operates each weekday between the hours of 9am and 6pm, except Fridays when the setting closes at 2pm. It is open all year round. The setting provides funded nursery education for children aged two-, three- and four-years-old and provides care for children with special educational needs and/or disabilities. It also provides some before and after school provision. The setting is a member of the Professional Association for Childcare and Early Years and the 'Children Come First' network.

What the setting needs to do to improve further

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

- enhance children's literacy development in the outdoor environment even further, for example, by providing a more varied range of writing resources and books on a continuous basis.

Inspection judgements

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

The staff have an excellent knowledge of how children learn. They successfully incorporate the Montessori approach to education and use this effectively and consistently to exceptionally support children in their learning and development. Observation and assessment procedures monitor children as they rapidly progress towards the early learning goals and develop the necessary skills to support their readiness for school. Staff

clearly identify the next steps in children's development and provide interesting activities and experiences to support children's very good progress. Children with special educational needs and/or disabilities are extensively supported by staff. They have a wealth of experience in this area and are passionate about going the extra mile to support these children and their families.

Children flourish at the setting, they thoroughly enjoy their learning and achieve extremely well in relation to their starting points. Staff create a challenging and stimulating environment, where the atmosphere is positive and encouraging. Staff have high expectations of themselves and the children, which allows each child to reach their full potential. They involve children in decision making allowing them to freely choose from the choice of resources easily accessible, building confidence in their own abilities to make decisions. Staff eagerly encourage children's communication and language skills. They use language well and this is further developed through skilful questions and challenges set by the staff. For example, when children choose objects from the feely bag they talk about the textures and staff explain how the objects are used promoting children's curiosity.

The key person system supports engagement with all parents who contribute to initial assessments of children's starting points on entry and at their 'progress check at age two'. They are kept well informed about their children's achievements and progress through daily sharing of information and regular discussions about children's next steps. Parents are involved in their children's nursery life through viewing the pictures on the digital photo frame in the reception and receiving information by email. Parents comment on the excellent staff and their superb support to their child and the family, the excellent environment and the exceptional progress their children have achieved. The key person uses effective, targeted strategies and interventions to support learning that match children's individual needs.

Staff provide children with extensive opportunities to solve problems. For example, children work out how to build towers with bricks of different sizes considering what happens is a smaller brick if below a larger brick. Children learn mathematical concepts through daily routine. For example, they count the number of children sitting at the table at lunchtime to work out how many bowls are needed. Children are encouraged to be creative and explore their own ideas as they have free access to paints and an easel where they enjoy painting leaves they have collected earlier in the morning. There is scope to enhance children's literacy development in the outdoor environment, in order to further support those who have a preference for outside learning.

Children have a very good understanding of the world around them. They make grape juice by growing grapes in the garden, picking them and crushing them. They discuss the smell and texture throughout the process and take the juice home to share their experiences with the parents. Children have grown pumpkins from seeds which they carve up in preparation for Halloween. Children have excellent communication and language skills as they collect leaves from the garden talking about how the leaves fall from the trees and how the colours change. Staff use spontaneous opportunities to extend children's language. For example, when a ladybird flies in through the kitchen window and a cobweb is spotted outside. Staff discuss what the creatures eat and their habitat.

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

Children benefit from extremely secure and warm attachments with staff, which form as a result of staff spending lots of time in developing caring relationships with them. The setting places a very high priority upon ensuring children have a successful introduction to the setting, so that every child's individual needs are completely known and are met. Staff make significant effort to get to know the whole family, in order to ensure they can support the child in the most effective way. Highly effective procedures and skilled key persons ensure that children are extremely well prepared for their next stage in learning. Transition records are passed onto the next setting so children can continue learning from their current stage and teachers are invited to observe the children in the setting so they have a good understanding of the child's needs.

Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies as they participate in daily outdoor activities. The children grow a wide variety of foods, such as, plums, tomatoes and garlic and help to prepare them for their lunch which supports their education of how food grows. Children make healthy choices at lunchtime as they choose milk or water for their drink. As children eat fruit and vegetables throughout the day staff place stickers on a board and celebrate with the children as they achieve 'five a day'. All of which contributes to a healthy lifestyle. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They all know they must wash their hands after using the toilet, before and after eating.

Children demonstrate excellent behaviour which is influenced significantly from the positive role modelling of staff and by the way they learn from each other. Their behaviour is exemplary because staff provide clear boundaries and regular reinforcement. Staff support children to learn about the consequences of their behaviour. For example, a child stands on a book which rips and staff explain how the book is now broken and will need to be fixed with sticky tape. Staff provide children with praise and encouragement demonstrating they value the achievements and efforts that are made, therefore, promoting children's confidence and self-esteem. The indoor and outdoor area is very well resourced offering children a wide range of opportunities and experiences.

Children demonstrate high levels of independence. They clear away their plates and cutlery after lunch, pour themselves a drink throughout the day and self-select resources. Children put their coats on independently and find their name to hang up their coats when they come in from playing outdoors. Children have a good understanding of safety because staff support them in looking after their environment. Children know where items belong and tidy up after they have finished playing. Staff remind children how they need to be safe. For example, they ask children to walk nicely in the setting. Children and staff build bird tables and flower pots together using wood and a range of tools so they actively explore how to use equipment safely.

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

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the staff. This means that children are effectively protected in the setting. Staff complete safeguarding training to keep updated and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively by the setting. Staff identify all visitors to the setting before they enter the grounds to protect children's welfare. The leadership of the setting is highly inspirational and motivates the staff extremely well. Staff have a wealth of knowledge and expertise and are exceptional role models for the children. As the team is small they share expertise and information about the children on a daily basis.

The manager of the setting is fully committed and passionate about promoting a high quality learning environment for all children in the setting. Her knowledge and understanding of the areas of learning and development and how children learn is extensive. Her practice is outstanding; she is innovative and as a positive role model, practitioners follow her lead, ensuring children's experiences are of an extremely high quality. The highly effective overview of the quality of teaching and the learning curriculum ensures they maintain high standards. The provider works closely with the staff team to monitor the programme of activities and experiences provided for children. Therefore, children make excellent progress and areas which may require extra support are identified quickly. Her comprehensive monitoring of children's progression means that they are offered continual challenges.

The provider is extremely highly skilled in supporting children with special educational needs and/or disabilities. She ensures that all practitioners, including herself, are fully trained in practice and procedures to enable the full care and educational needs of children are met. The manager works closely with the other staff to review the progress of the children attending the nursery. This helps the staff to quickly identify any additional support children may need to support them to meet learning and development targets. Staff have excellent relationships and communication with other professionals which means children who require extra support receive interventions at appropriate times. Engagement with parents is strong. Parents comment favourably about the setting and state that they are 'very happy' with the provision. Staff ensure that parents are well informed about the provision, such as through newsletters and parties which the whole family attend. Parents are given specific information about how children learn through the experiences offered to guide learning at home.

Extremely effective supervisions are in place, based on self-appraisals and individual discussions with the manager. The manager regularly observes staff to ensure their practice is of high quality at all times. As a result of this, strengths and weakness of practice are quickly identified and staff are supported through professional development training. This means that the high quality teaching and learning at this outstanding setting is very effectively enhanced. Training is highly valued and all staff are encouraged to pursue their professional development with regular updates. As a result, children benefit enormously from this well-trained, enthusiastic and motivated staff team.

The manager has a good understanding of the strengths and weaknesses of the setting

and works with the staff to maintain continuous improvement. The team have carefully considered the learning environment indoors and outdoors and have made improvements, such as adding written numerals where children park their bikes so children can view numbers in their play. Parents are fully involved in the self-evaluation of the setting and through their thorough involvement in the setting they regularly work with the staff to bring about improvements. The staff have created an extremely safe environment for children to explore. Risk assessments and daily checklists minimise dangers to children.

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
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY461844
Local authority	Trafford
Inspection number	916551
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	14
Number of children on roll	15
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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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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