

Colourbox Montessori School

Exning Road, Newmarket, CB8 0EB

Inspection date

22/05/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

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

- Members of staff have very high expectations of children. They use their excellent knowledge of the seven areas of learning to provide each child, regardless of their age, ability or starting point, with rich and varied learning opportunities. This attention to detail means the children make exceptionally good progress.
- Highly successful strategies engage all parents in their children's learning in the setting and at home.
- Leadership is inspirational. The quest for excellence in all of the setting's activities is demonstrated by an uncompromising, highly successful and well-documented drive to strongly improve achievement. This enables children to reach their maximum potential during their formative years and fully support children, their families and members of staff.
- The provider and management team very clearly understand their responsibility to make sure that they meet the safeguarding and welfare requirements. They have extremely effective procedures in place to closely monitor safeguarding and child protection practice.

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 spoke with the provider, manager, staff members and children at appropriate times, throughout the inspection and reviewed emails from parents currently using the service.
- The inspector observed activities in all areas used by the children and the different learning environments available to them both inside and outside.
- The inspector looked at a selection of policies, procedures and relevant documentation, including safeguarding and staff employment records.
- The inspector carried out discussions with the manager, in relation to undertaking joint observations during the inspection, of the children's play, learning and progress.

Inspector

Lynn Clements

Full report

Information about the setting

Colourbox Montessori School was registered 1993 and re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a collection of buildings within the grounds of Newmarket College, Newmarket, Suffolk. The setting is privately owned and managed. It serves the local area and is accessible to all children. Children have access to four rooms and there are three enclosed garden areas available for outdoor play. The setting provides funded early education for two, three and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 173 children on roll who are in the early years age group. The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The setting follows the Montessori approach to education. The setting employs 26 members of childcare staff. Of these, 23 staff hold appropriate early years qualifications at level 2 and above. This includes a member of staff with Early Years Professional Status and three members of staff qualified to degree level. The setting also employs a fully qualified cook.

What the setting needs to do to improve further

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

- extend the already very high quality teaching and learning environments for children, by continuing to explore exceptional educational programmes and by sharing these inspirational opportunities across the staff team and wherever possible, including dissemination to other providers.

Inspection judgements

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

To promote success staff use their expert knowledge about areas of learning and clear understanding of how children absorb information through their play. Exceptional educational experiences, which are exceedingly rich, varied and highly imaginative are planned. These varied, exciting activities engage children, who interact and explore without restriction. The quality of teaching is excellent and clearly supports children's development and very good progress, regardless of age or abilities. This in turn, enables children to firmly embed the skills they need for later learning and moves on to pre-school or school. Assessment at all ages is specific, sharply focused and includes all those involved in the child's learning. Close monitoring of each child's progress is used exceedingly well to secure timely interventions, which are also based on a comprehensive knowledge of each child and their family. There are excellent procedures in place to support those children with English as an additional language and outstanding systems to help children with complex needs and disabilities. Exceptional partnerships have been

established with other professionals, to provide purposeful support and extremely necessary two-way dialogue through decisive interagency working. Staff have clear experience in these areas and are extremely dedicated with regard to developing their knowledge and understanding further. This is so they continue to meet and provide the exceptionally high levels of support for those children with additional needs.

Children take a great deal of interest in their learning profiles. Staff further this interest by helping children find ways to discuss how they feel and what they think about their own learning. For example, by encouraging them to take photographs relating to what they enjoy doing, or what they have created. Children record personal targets and when reaching these, they set new ones, which helps them to monitor their own progress over time, taking an interactive role in their personal learning and development. All children at the nursery make rapid progress relative to their individual starting points. Highly successful strategies engage all parents in their children's learning in the setting and at home. For example, staff share ways to help develop children's personal, social and emotional development and communication and language. This means that parents can positively complement learning at home and children experience first-rate continuity as a consequence. Parent, family members and the wider community, are warmly encouraged to come into the setting to share their skills, time and experiences with the children, helping to enrich the learning environment even further.

Children explore whole-heartedly, for example, while investigating displacement of water, they begin with a football. They place the ball into a tub of water and watch what happens as they push it down. Staff are on hand to fully support and extend this learning. They ask thoughtful open questions, providing ample time for the children to listen, think and respond. Children are further supported and encouraged, for instance, as together they decide to measure the ball using this method. This exploits children's natural inquisitiveness and interest, as staff encourage them to predict what might happen. Once this has been achieved, one of the children chooses to extend their own learning by carefully climbing into the tub to measure themselves. This leads to deep, purposeful conversations about 'Archimedes' along with more practical learning and problem solving. Staff repeat new words when children play with water, to extend their vocabulary and understanding. Children repeat the new words they hear and use talking as a means to express their developing thoughts and views. Staff working with younger children and babies, use eye contact, intonation and facial gestures, picking up on their non-verbal body language to interact and build positive early communication experiences. Staff talk with children and involve them in singing and dance. This helps those with limited language to join in with the actions of the songs. Talking books, in the child's own language, are used and these have been devised in partnership with their parents or carers. Words, phrases and short conversations are recorded, relating to relevant photographs or pictures on each page. These very special books provide a source of comfort and reassurance, for those children who speak English as an additional language. They are also excellent educational tools, helping the children to settle and become familiar with activities and the wealth of learning opportunities available to them within the setting. Children explore differing media both inside and outside. They build on their physical skills, developing an understanding of mathematics and greatly increase their knowledge of the world around them. Children use their imagination as they create small world and interactive role play games. Demonstrating both the ability to work, play and

communicate extremely competently in small and larger groups. The activities children enjoy are of superb quality and open-ended, enabling them to explore and develop their play, as limitless as their imaginations.

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

All staff provide children with the affection and comfort they need, enabling them to develop high levels of security and contentment. Staff providing care for babies are exceedingly sensitive and nurturing. The strong skills of all key persons ensure all children are emotionally well prepared for the next stages in their learning. Staff skilfully support children's moves both within the setting and to other settings and school. For example, they understand that for the children, moving between rooms requires a huge adjustment. Therefore, they plan these changes methodically, for instance, they discuss the impending changes with parents and together they agree how staff will manage this subtly. Children visit their new room with their key person and meet the staff who will be caring for them. If they do not settle or are not fully ready, then staff wait until the time is right for them. This boosts the children's confidence further.

There are extremely appealing and interesting environments, with excellent child accessible-resources that promote learning and challenge both inside and outdoors. Children have free-flow access to the garden, meadow and their onsite forest school. They are very well supported in learning about the importance of developing healthy lifestyles. Children benefit greatly from fresh air and exercise and embrace the outdoor environment exceedingly well. They play with a wide variety of differing materials, such as, sand, wood, water and mud. In addition to natural materials, children enjoy access to a wide range and variety of wheeled toys, larger apparatus and outdoor resources. These provide excellent opportunity for them to extend and develop their coordination, balance and all-round physical development. The provider employs a fully qualified cook who works closely with staff, children and parents to make sure that the individual dietary needs of each child are extremely well met. Meal times provide additional, ideal learning opportunities for the children. They learn to handle crockery and cutlery properly and safely. Children serve themselves and pour their own drinks, demonstrating excellent hand-eye coordination. They are exceptionally competent in this and in clearing away their cups and plates.

Staff effectively support children's growing understanding of how to keep themselves safe. As a result, children show increasingly high levels of self-control during activities and confidence in social situations. They are developing an excellent understanding about how to manage risks and challenges, relative to their age and abilities. Behaviour is excellent. This is supported by the exceptionally positive role model of all members of staff. They fully support the children in acquiring exceedingly good manners. They are very courteous and demonstrate clear care and consideration for others. Part of their daily routine includes thinking about the effect their actions or behaviour has on those around them. These opportunities help the children to learn about cause and effect, through their own first hand experiences. They clearly understand that they need to listen to others and adjust their behaviour accordingly if it begins to impact negatively on other individuals. This also means that the children are extremely well supported in making their own needs

clear. Children are encouraged to share how they feel and are exceptionally confident in expressing this to staff and peers.

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

The provider and management team have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding, welfare, learning and development requirements of the Early Years Foundation Stage. They have very effective systems in place, to monitor this at all times. Safeguarding routines and practice are excellent. Extremely clear monitoring takes place of records, such as, children arriving with injuries from home, accident, incident and risk assessments. This then enables staff to clearly identify any patterns of concern, in order to fully protect children, by taking considered and swift action. All staff within the setting have undertaken safeguarding and child protection training. As a consequence, they have an exceptionally clear understanding about what to do, how to respond and who to contact if they have concerns. In addition, they also understand what to do if they have a concern relating to other members of staff, the management team or the provider. This excellent attention to ensuring everyone is fully up-to-date with local and national safeguarding and child protection procedures, means that the children are extremely well-protected from potential harm. Exceedingly robust procedures are in place in relation to staff recruitment. This makes sure that children are constantly protected to an extremely high level, from coming into contact with unsuitable adults. The setting's practice consistently reflects the highest aspirations for all children's safety, well-being. All major aspects of the provision are outstanding and all legal requirements are met.

Ongoing attention to staff development is excellent. This begins with a robust induction plan for new members of staff. Following this, regular monitoring of practice is undertaken by senior staff. Ongoing appraisals are purposeful and thorough. Clear, detailed and focused training plans are in place to make sure that the high calibre of the staff teams are exceedingly well fostered and their knowledge, understanding and skills remain pertinent and up-to-date. This impacts exceptionally positively on all the children, who thrive in their learning and development, highly skilled staff work directly with them at all times. The management team monitors the provision of educational programmes, evaluating the quality of teaching, and learning to ensure that it inspires highly confident, competent and extremely enthusiastic learners, thereby, clearly enabling the children to make the best possible progress from the moment they start in the setting. All staff, children and their parents are highly active and involved in reflective practice, helping to identify and address continuous development. For example, parent links have been formed, to encourage families to get to know one another, develop friendships and provide physical and emotional support for each other. The group is now extremely successful in promoting community cohesion between families and where necessary, other agencies. In addition, they are able to feedback to staff and managers ideas they have for the setting, about ways it can continue to thrive and successfully meet user needs exceedingly well. Practice throughout the setting is extremely inspiring and worthy of

dissemination to other providers. Staff strive to explore inspirational ways to deliver the excellent educational programmes and to share this knowledge across the staff team.

Parents speak extremely highly of all members of staff and the wonderful opportunities they provide for their children. For example, 'I can't express enough how much Colourbox has done for my child and for us as a family. Their ethos in helping every child reach their maximum potential is so true whatever their abilities. In all children they see potential'. Other parents comment, 'Colourbox is a fantastic place for a child to grow. They learn at their own pace in a fun, unpressured environment, which means what they learn stays with them. They are encouraged to think for themselves about how things work and how to put that thinking into practice'. The setting works extensively with parents through diverse programmes, which support their parenting skills. In addition, they are proactive in accessing further information and support for families as necessary. All staff are sensitive and highly respectful to parents, supporting open communication and trust. The setting works in very close partnership with a range of other professionals who are involved in the children's lives. Staff are confident to refer children to other professionals and hold frequent meetings to discuss their learning and monitor their progress. Staff work closely with local primary schools, to ensure that children are exceptionally well equipped for their future 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

Unique reference number	EY471137
Local authority	Suffolk
Inspection number	945676
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	83
Number of children on roll	173
Name of provider	Colourbox Montessori School Ltd
Date of previous inspection	not applicable
Telephone number	01638667787

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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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