

# Le Ballon Rouge Montessori Day Nursery

Inspection report for early years provision

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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

Le Ballon Rouge Montessori Day Nursery is privately owned. It was founded in 1996 in Thorpe Bay and moved to the current premises in Southchurch, Southend-on-Sea in 1998. The nursery operates from a converted training college situated within walking distance of local shops and schools. All children share access to a secure, enclosed, outdoor play area. A maximum of 50 children may attend the nursery at any one time. The nursery opens five days a week all year round. Closing bank holidays only. Opening times are from 08:00am until 18:00pm.

The nursery also provides an after school French club on Mondays for children aged up to eight years. A holiday play scheme operates during the school holidays for children aged from two to eight years. The holiday scheme operates from 09:00am until 15.00pm.

There are currently 85 children aged from two to eight years on roll. Of these, 45 children receive funding for nursery education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language.

The nursery employs 17 staff, of whom 16 of the staff, including the manager hold appropriate early years qualifications. There are seven staff currently working towards higher recognised early years qualifications. There are also specialist dance, yoga and music teachers that work with the children. The teaching staff support the children's learning using the Montessori principles alongside traditional teaching methods. They receive support from the local authority.

This group is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This nursery has developed an excellent understanding of the individual needs of the children in their care this enables them to support their learning and development extremely well. Children's safety and security is given a high priority inside and outside the premises with an entry phone with video camera which allows staff to challenge unexpected visitors. They also have CCTV in operation, access doors are double locked and visitors are asked to sign a visitor's book. This ensures that learning opportunities take place in very safe, well risk assessed environment. Excellent partnerships with parents and carers ensure that the needs of each child is exceptionally well met. This supports children to make excellent progress within the Early Years Foundation Stage. Systems for self-evaluation fully ensure that priorities for development are identified.

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

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

- developing free flow to the outside play area to enhance children's opportunities to access learning opportunities in either an inside or outside environment.

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

The manager and her team of staff are extremely dedicated and motivated, to develop the facilities exceptionally high standard of childcare and education. The provision has excellent policies and procedures which underpins the settings practices. These are all shared with parents and carers to ensure they are well informed. Staff are extremely committed to working in partnership with parents and carers as they understand the importance and benefits of partnership working. Parents have many opportunities and are encouraged to contribute and support their children's learning such as helping with cooking activities and library activities.

The professional friendly, approachable staff are on hand daily to give verbal feedback, in addition, parents can view their children's file and development records on request and are able to add comments to their child's assessment records. First-rate strategies are in place to encourage parental involvement to support their children's learning at home and at the initial assessment process. There are parental questionnaires which parents are asked to complete twice yearly. All parents spoken to at the time of the inspection said the provision was brilliant and their children had progressed excellently. Records of achievements and end of term reports are provided for all children.

Very good procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an exceptionally experienced staff team, who strive for excellence. A robust, informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Ongoing training with regard to safeguarding ensures staff are fully up-to-date with recent legislation. Excellent security such as staff monitoring exists, a visitor's book and visitors' induction ensures children's safety is paramount. Superb risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Children are secure within their environment and are learning about keeping themselves safe. For example, children are told not to wear dressing up clothes while they are on the climbing apparatus. This help reinforce their understanding of staying safe.

Evaluation of the provision enables the staff to identify areas for improvement and

detailed self-evaluation and action plans are in place. Emphasis and consideration is given to the views of the children, parents and staff to ensure an outstanding quality service is provided. Children and staff review activities to improve or expand on existing good practices and activities are adapted to meet each child's needs and help them reach their learning goals. This demonstrates the staff's commitment to evaluation and a child-centred approach.

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

Children are able to play and learn in a bright child-friendly and welcoming inside and outside environment. Staff are very intuitive of the children attending and have an excellent understanding of child development and how children learn. Children are provided with an exceptional range of play and learning opportunities as staff use their knowledge to support the children's interests. For example, there is a Montessori teacher, yoga teacher and music teacher. Children enjoy activities inside such as, music and movement in the studio with lots of imagination driving the red car and tooting the horn. Bouncing a ball and picking apples from the trees. Making cous cous and selecting items to put in it like, peppers, raisins and apples. Outside they enjoy an excellent selection of activities such as, bean bags, sand, climbing apparatus, hoops, bats and balls, play house, writing materials and clip boards.

Children work comparably in pairs recognising numbers then collecting the appropriate number of petals to add to flower stems and decorating the inside and outside of the play house, matching bricks to fit on the outside and painting it red inside. Children in the Montessori room were self-selecting play materials and had the choice of working at a table or on small carpets. Children confidently ask staff for help if required. They are respectful of the toys, happily packing away after themselves and sweeping the floor. As a result, children are happy and enthusiastic to learn.

Staff are extremely committed to provide a fun, happy environment for the children and are attentive, respectful and listen to the children. As a result, children are very confident and are developing good self-esteem. The excellent processes in place ensure assessment, observation and planning for the next steps is appropriate. Very good strategies are in place to involve parents with and support their children's learning. Parents are provided with a prospectus, notice board and regular newsletters informing them of the activities and terms themes.

Children play in a bright, stimulating and very child orientated environment. All areas of the setting are inviting and child-friendly, there are some defined areas such as the Montessori room and studio. Excellent opportunities are available to the children outdoors as they enjoy the textures of containers which hold, earth, sand and grit. They have great fun searching for bugs and squeal with delight when they find wood lice. Excellent opportunities are available to the children to explore within the outdoor environment and cover all six areas of learning.

Children's health and welfare is very well promoted. They are able to access

drinking water throughout the day and enjoy a selection of tasty nutritious snacks. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share snacks such as a variety of fresh fruit or vegetables. They take responsibility for themselves and enjoy washing their own plate and cup when they have finished.

All equipment is of good quality and maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. There is a happy and calm atmosphere throughout the sessions. Children are able to learn about and celebrate some different cultures and traditional days as these are incorporated within the planning, for example, the Jewish festival of Sukkot, Hindu festival of Divali and the Harvest festival. This enables the children to have an understanding of the world around them and embrace differences. They have regular opportunities to learn about the wider world as they play with toys and resources that are representative of diversity. All staff are dedicated and are consistently polite and respectful towards the children. As a result, children's behaviour is excellent.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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