



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Redhill Montessori Nursery  
Redhill Preparatory School  
Glenover House  
Scarrowscant Lane  
Haverfordwest  
SA61 1ES**

**Date of inspection: June 2013**

**by**

**Eifion R Morgan  
Reporting Inspector**

**for**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Redhill Montessori Nursery is a private, full care facility located in the grounds of Redhill Preparatory School. The school moved to its current premises on the outskirts of Haverfordwest in June 2004. Subsequently the nursery setting was built in the walled garden adjacent to the preparatory school. The nursery is registered as a limited company and is an integrated part of the school. It is administered by the school's management team and overseen on a day-to-day basis by the nursery manager.

The nursery provision dates back to 2004 and is registered to provide for a maximum of 33 children under the age of 4 years with no more than 9 being under two years of age. Currently there are 18 three year old children on role. Three of the 3 year olds are funded by EYDCP (Early Years Development and Childcare Partnership) to provide early years education based on the Foundation Phase outcomes for children's learning.

Children attending the nursery come from the town of Haverfordwest and from the surrounding rural area, a largely agricultural English speaking community. All children speak English as a first language and none come from homes where Welsh is spoken. The children are introduced to the Welsh language as part of the curriculum.

The nursery reports that no child is from a socio-economic disadvantaged background or from a minority ethnic community. Neither have any of the current children been identified as having additional learning needs. The nursery, however, is non-selective and accepts children whatever their background or ability. The nursery places great emphasis on its family ethos and the promotion of the whole child. This is in keeping with the Montessori philosophy of child development.

The purpose built accommodation is spacious and well maintained. The main teaching classroom is organised to encourage exploration, language and the development of good relationships. Resources and materials are easily accessible to the children and well designed to develop their thinking skills.

There are appropriate washing and toilet facilities and an attractive, well resourced outside area. There are extensive grounds that the nursery shares with the school. This has allowed a "forest school" area to be developed. The nursery is generously staffed. In addition to the nursery manager there are two assistants, all of whom are appropriately qualified and experienced.

Estyn inspected the school in June 2007 and this included the provision for the under-fives. No recommendations specifically referred to the under-fives.

The nursery was most recently inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2013. No recommendations were made.

There have been no significant changes since the last inspections.

## Summary

<b>The Setting's current performance</b>	<b>Excellent</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The Nursery's current performance is excellent because:

- the planning of learning experiences is outstanding;
- children form very good relationships with each other and with adults;
- the teaching is highly effective and focused on developing children's self-confidence;
- children are becoming independent learners;
- the provision for ensuring children's health and wellbeing is well above expectations;
- of the outstanding ethos and calm atmosphere in the setting;
- the leadership successfully promotes and sustains high expectations.

### Prospects for improvement

The Nursery's prospects for improvement are good because of

- the outstanding quality of leadership;
- the high expectations and the commitment to provide the best possible provision for the children;
- the staff's openness to new ideas and their commitment to professional development;
- the support of the receiving preparatory school and the close working relationships in place;
- the team work evident and their commitment to the education of the children;
- the support of the Local Authority advisory teacher.

## Recommendations

To improve further, the Nursery needs to:

- R1. further refine its assessment procedures so as to identify the next steps in individual children's learning and to plan accordingly;
- R2. prioritise targets in the development plan and review progress annually.

### What happens next?

'The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.'

## Main findings

### Key Question 1: How good are outcomes?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant funded children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

**Excellent**

#### Learning experiences: Excellent

Learning experiences are well planned and take good account of children's interests and ideas. Planning is done collaboratively and the curriculum builds systematically on children's existing knowledge, understanding and skills. Whilst proposed daily activities are recorded in detail, there is sufficient flexibility to respond to children's individual interests. Learning experiences are often innovative and successfully engage all children who are making good progress towards meeting the Foundation Phase outcomes.

Classroom organisation is well designed to enable children to follow their own interest, to explore and to find things out for themselves. Resources and materials are to hand and well matched to children's interests. Practical investigations are seen as an integral part of children's learning. There are very good opportunities for children to work independently, to co-operate with others and to share resources. Such activities encourage and help to build children's self-confidence, independence and to form good personal relationships.

The very good range of learning experiences planned for ensure that children are quickly acquiring their key skills across all areas of learning. A very good aspect of the planning is the opportunities provided for children to develop their thinking skills and to reflect on their achievements.

An outstanding aspect of the planning is the way in which the frequent and relevant visits to the locality and further afield are integrated into the curriculum – often giving rise to innovative and creative work. Scrutiny of the photographic evidence available illustrates the exceptional imaginative and creative work arising from such visits.

Planning ensures that the Welsh language is given due attention, for example during registration when children respond "dyma fi". Children know a number of Welsh songs and several children use Welsh words for colours. The Welsh language is

also used incidentally during play activities. Planning also includes reference to the traditions and celebrations of the culture of Wales.

Children have ample opportunities to grow vegetables and to taste them. They learn about sustainability and recycling through practical activities.

Overall, the planning takes a holistic view of the child giving attention to developing their positive image of self-motivated learners and, as such, reflecting the Montessori philosophy of child development.

### **Teaching: Good**

Staff are well qualified and experienced. They have a thorough understanding of the requirements of the Foundation Phase and have a very good knowledge of child development. Staff have high expectations of all children in terms of their personal and educational development and these are fully realised in practice. Practitioners respect the children as individuals and in their relationships show care and affection for each child. They are sensitive to children's needs providing them with exceptional learning opportunities. Staff are calm and unhurried, moving around the groups discreetly and quietly.

Learning activities provide a good balance between child-selected and adult-led activities, both indoors and out of doors. Children are given time to pursue their interests but never isolated or becoming bored with activities.

Staff respond sensitively to children's individual needs whilst encouraging them to become self-sufficient. Staff are good role models and manage children effectively. Children react positively to instructions and suggestions and daily routines are well understood.

Overall, the classroom provides children with a calm, supportive environment where children can follow their interests. The well developed outside areas are an extension to the classroom and used by staff to support children's learning.

Children are assessed regularly and comprehensively across all areas of learning, including their personal development. Observations are noted during children's activity periods and more formally recorded in their individual profiles. This provides a good measure of children's progress. The results of assessment are used when planning future activities and so ensuring that they meet children's needs and interests. Planning, however, does not give sufficient attention to identifying individual children's next steps in their learning.

Parents are well aware of their children's progress and are actively involved in supporting their children's learning.

### **Care, support and guidance: Excellent**

The provision for ensuring children's health and wellbeing, including their spiritual, moral, social and cultural development, is outstanding. The curriculum is very effective in developing children's sense of curiosity about other people's lives and beliefs and a sense of wonder about the world in which they live.

The Nursery is ideally situated in a semi rural location allowing easy and safe access to a rich and diverse environment. Children's experiences are further supplemented by visits to the locality and further afield. Children come to appreciate and have a very good knowledge of other people through, for example, celebrating the Chinese New Year.

Day-to-day activities are highly effective in fostering values such as honesty, fairness, and respect and to understand the difference between right and wrong. The high degree of self-confidence shown by the children enables them to be independent learners and to show initiative. Children understand the need to share, to be part of a team and to contribute to decision making. Overall, children have the maximum freedom to develop as happy, confident individuals in a safe and secure environment. This is excellent practice.

Effective links with specialist services are in place and used when required.

The Nursery provides children with a safe environment. This is facilitated by being within the school grounds where outside doors are kept locked, ensuring that no one can enter unannounced. Gates to the Nursery, which is within the walled garden, are kept bolted and the door the Nursery is kept locked. During outside activities the children are always supervised. The setting effectively promotes safe practice and a culture of safety is apparent.

All staff have received recent and relevant training in child protection and safeguarding. Overall, the setting's provision for safeguarding meets requirements and gives no cause for concern.

No child present has been identified as having additional learning needs (ALN) but the Nursery is vigilant and has procedures in place to effectively support such children if necessary.

### **Learning environment: Excellent**

The Nursery's ethos is outstanding. Each child is valued and respected as an individual and has equal access to all areas of the curriculum. There is a calm atmosphere present and all staff listen to children and show that they are interested in each of them. Children's feelings and individual needs are respected and acted upon.



An outstanding aspect is the tolerant attitude displayed by children, they share and, even at this age, are happy to be members of a team.

All children (and staff) are free from any form of harassment and oppressive behaviour is totally absent. Policies and procedures are in place to promote equal opportunities and these are fully realised in practice. This is an outstanding example, and overall the learning environment is superb and provides children with an excellent setting to begin their education.

The Nursery is generously staffed with well qualified and experienced staff. All have experience of working with young children and have attended a number of relevant professional development courses recently. The Nursery is well resourced and children benefit from the rich and varied surrounding environment. The accommodation is ideal and provides children with opportunities to work outside in a covered area whatever the weather. The setting is secure and the local environment is well used to enhance children's learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Excellent**

The outstanding quality of the educational provision provided by the Nursery is a reflection of excellent quality of leadership and management. The Nursery Manager gives a clear direction and a sense of purpose to the work of the Nursery that is highly effective in promoting and sustaining a highly imaginative and effective provision.

Staff work well as a team and contribute to strategic planning focused on children's interests. They share values, aims and objectives based on providing the best possible conditions for children to develop. A positive ethos based on high expectations is apparent and achieved in practice.

A self-critical culture is present and the regular appraisal and evaluation exercises have been effective in developing and maintaining a highly imaginative and creative learning environment. Overall, this is an outstanding example of effective leadership and management.

The Nursery Manager is a member of the school's management committee. She fully understands her role and has played an active role in decision making and implementing change. As part of the management committee she is in an ideal position to keep the committee aware of the performance of the Nursery and to take account of relevant legislation.

The Nursery has taken good account of national and local priorities. The Foundation Phase curriculum is in place and the Nursery takes good account of healthy eating initiatives. The Welsh language is being developed effectively in this anglicised locality.

**Improving quality: Good**

The Nursery's self-evaluation document produced in conjunction with the school's self-evaluation identifies clearly the strengths of the setting and areas for improvement. The current high standard of provision shows how well the Nursery has evaluated its provision in the past and how it has developed. Such improvements have been clearly focused on positive gains for the children. Information from the self-evaluation process is used to identify targets for improvement. These are realistic and achievable but are not prioritised.

The Nursery staff have been actively involved in professional development, including training in the Montessori style of teaching. Such training has impacted well on the quality of provision. The Nursery staff also attend local meetings and the Nursery has been used as a meeting place for local nursery staff.

**Partnership working: Good**

The Nursery has a close working relationship with parents who themselves are very supportive of the setting. There is trust and clear communication with parents who are involved in their children's learning through home activities. As part of the preparatory school there are close links in place and children frequently meet pupils in the school's reception class. In one such occasion during the inspection, children attended the morning assembly. This was a valuable experience for children in terms of listening, taking part and having a few minutes to contemplate the story. The Nursery benefits from the support provided by the Local Authority support teacher.

**Resource management: Good**

The Nursery is well resourced. Resources are appropriate and easily accessible to the children. Children learn to select and use appropriate resources and to use them carefully, such as using magnifying glasses. The good quality resources are well matched to the requirements of the Foundation Phase curriculum and motivate children to participate.

An outstanding feature of the setting is the rich outside environment that the children enjoy. This includes the covered facility enabling children to work outside in inclement weather, the area of the walled garden immediately in front of the main

teaching room and the surrounding woodland with its “forest school” area. All contribute to developing children skills across all areas of learning.

Overall, the Nursery deploys its resources well and provides good value for money.

## Appendix 1

Parents responses:

There is no commentary on the parent questionnaires due to the small number of responses received (less than 10).

Children's responses.

All children enjoy their time in the Nursery. They arrive enthusiastically and are soon fully involved in activities set out for them. They enjoy the support they receive and several reported that adults are helpful and friendly. All children know how to get help if necessary.

## Appendix 2

### The reporting inspector

Mr Eifion R Morgan	Reporting Inspector
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### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

<b>National Childminding Association (NCMA)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.