

Netherton Montessori Nursery School Day Care of Children

Drummalzeoch
Netherton
Alyth
Blairgowrie
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Telephone: 01828 640722

Type of inspection: Unannounced
Inspection completed on: 6 October 2016

Service provided by:
Margaret Anne Saunders trading as
Netherton Montessori Nursery School

Service provider number:
SP2003002189

Care service number:
CS2003010143

About the service

Netherton Montessori Nursery School a day care of children service that has been registered since 1 April 2011. The service is registered to provide care for a maximum of 14 children aged 2 years to those not yet attending primary school.

The service operates from a residential property located in a rural area in Perthshire close to Coupar Angus, Meigle and Alyth. Children have use of a classroom, reception room/art room, kitchen/ cloak area and toilet. There are extensive grounds for the children to access.

The aims of the nursery include:

- to foster in the children holistic self development through freedom of choice in a prepared environment.
- to provide a constantly stimulating environment which challenges and motivates children across all areas of the Montessori curriculum; practical life, sensorial, mathematics, language, cultural subjects (biology, geography, history and science), creative subjects (art, music and drama) and physical education.

What people told us

There were twelve children present at the time of the inspection. We observed the children enjoying their play, they were fully engaged in play experiences which sustained their focus, encouraged effective communication and collaboration. We talked to four children and all of them told us that they enjoyed coming to the nursery. They told us that they particularly enjoyed outdoor play, painting, building, stories and 'just being with my friends'. Children interacted with staff, resources and environment very confidently.

We received feedback from five parents of children using the service. They told us that they were very happy with the level of care and support their children received.

Comments from parents included:

"The nursery provides a very unique environment that I feel privileged for my child to attend. It is a home from home with extra education added in. The staff provide the enormous love and support for not just the children that attend but the families also."

"The staff at Netherton are exceptional. My children have attended other nurseries to help cover the hours I need for my work, my children loved their days at Netherton by far the best. Staff have an amazing way with the children who listen, love and respect them. Netherton is much more than childcare - it is a fun learning experience and it gives them wonderful independence."

Self assessment

The Care Inspectorate received a fully completed self-assessment from the manager.

The manager identified what she thought the service did well and gave examples of what the service had improved, for example with regards the introduction of digital records and completion of staff qualifications. The self-assessment identified some key areas the manager believed can be improved and showed how the service intended to do this.

Children and parents were involved in the evaluation of the service and this information was used to help evidence the impact the service has made on children's learning and care experiences.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children were confident in their own abilities, helped each other, were inquisitive and had great knowledge of themselves within the world around them. They enjoyed different kinds of play that facilitated scope for challenge, perseverance and patience as well as creativity and imagination. Children were observed using the resources available to them with skill, co-ordination and ability. They negotiated with their peers, took turns and played with each other respectfully and collaboratively.

Staff knew the children very well and had developed strong nurturing relationships with them and with their families. Staff modelled caring, encouraging behaviours and dialogue, they shared their thought processes, feelings and suggestions with children with patience, humour and respect. We observed children using similar words and actions amongst themselves.

The importance placed on parental participation resulted in close partnership working between the staff and the parents to support children throughout their time at the nursery school and more so when managing changes such as settling-in periods.

Records of children's experiences told us how children were learning, they captured children's progress and children's involvement in their learning. Children were actively involved in developing their own learning plans. Their involvement was well recorded and used to enable children to recognise their progress and to identify their own learning goals. As well as monitoring children's learning, staff had captured children's social and emotional development too. This gave insight into children's knowledge of their own feelings, their compassion for others, their patience, determination and resilience.

Choice, access to exciting and energetic outdoor play and to more 'risky' activities such as tree climbing gave children further opportunity to develop their skills and their sense of responsibility. The planting of vegetables to later harvest and of wild flowers for the bees and insects was one example we observed of how the children learned about the balance of nature, the environment and their role within it.

The recruitment and induction of staff was managed very well. Staff were selected to support the on-going development of the service and vision for children attending the service. Systems used to check on staff suitability to work with children ensured they were safe to do so. Induction prioritised children's safety, health and wellbeing and was organised to reflect the needs of the individual staff member and their role within the service.

Staff learning and development included daily reflection of observations about children's experiences and behaviours. This enabled them to consider approaches in more detail, with greater objectivity and collaboration. This resulted in a person centred approach to meeting children's needs, identifying their interests and empowering them to feel confident.

The service development plan identified areas for development which the team had begun to take forward. Feedback from all stakeholders including parents, children and the local authority were valued and used to form plans for the service. Staff training was regularly updated including first aid and child protection. Training specific to the needs of individual children had been undertaken to ensure children's health needs could be met.

What the service could do better

Medication records were very well completed and communication with parents was very good. Records of children's health needs could be expanded upon within children's registration documents or care plans to ensure plans for children's health and actions the service is expected to undertake have been recorded and reviewed on a regular, planned basis.

The names and contact details of person's who can and cannot collect children when parents are unable to do so could be recorded within the children's registration details. This would help to avoid any potential confusion should a parent forget or be unable to inform the service of changes to normal collection.

We received notifications about the closure of the service due to flooding in the area. After reviewing the accident forms we reminded the manager that we must also receive notifications about any accidents within the service that have resulted in medical treatment. It was evident that the manager had not realised the service was required to do this and we were confident that this would now be done when needed. To ensure all required notifications are made, the manager should revisit our document "Records that all registered care services (except childminding) must keep and guidance on notification reporting V3" Publication code: OPS-0212-119 which can be found on our website www.hub.careinspectorate.com.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Inspection and grading history

Date	Type	Gradings	
6 Nov 2014	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
15 Nov 2013	Unannounced	Care and support	5 - Very good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
15 Feb 2013	Unannounced	Care and support	4 - Good
		Environment	2 - Weak
		Staffing	4 - Good
		Management and leadership	2 - Weak
11 Nov 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
19 Jan 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
12 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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