



The Jordans Nursery School

Inspection report for early years provision

Unique Reference Number	EY310003
Inspection date	21 March 2006
Inspector	Christine Goode

Setting Address	Lower Hall, Holy Innocents Church, Paddenswick Road, London, W6 0UB
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Registered person	Norton House Schools
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Jordan's Montessori School was registered in 2005. The nursery school is located in a residential area of Ravenscourt Park in the London Borough of Hammersmith and Fulham.

It operates from two rooms of the Holy Innocents Church, the lower hall and vestry. There is a small patio garden at the side of the building and a garden to the rear, both safely enclosed to allow for outdoor play.

The school is registered for 50 children aged 2 to 5 years. The nursery school is open Monday to Friday from 09:00 to 16:00 and there are a number of places for extended day care to 17:00. Children attend a variety of sessions each week. During school holidays, the setting provides a 2 week holiday play scheme in summer and a week at Christmas and Easter.

There are currently 86 on roll. This includes 46 children who receive nursery education funding. The setting makes provision for children with special educational needs and for those who speak English as an additional language.

The nursery employs 12 staff. Of these, 11 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic physical activities and use indoor and outdoor equipment well. They are developing their self confidence in physical skills through the use of large toys and equipment. All children are learning to listen to their bodies and rest and be active according to their needs. They are aware of others as they move round the space. They are developing good hand-eye coordination, for instance, through the use of scissors and using painting brushes.

Children are learning the importance of good personal hygiene through well organised activities and routines. They wash their hands after using the toilet, before and after cooking, and before eating their snack. The children are protected from infection because the practitioners are well informed about children's health care matters. They benefit from staff acting as positive role models, having a good understanding of first aid and the correct administrative procedures to be followed if accidents occur or children need medication. Required documentation, such as emergency treatment, is in place.

Children gain understanding of healthy eating through the varied range of nutritious snacks they enjoy whilst in the nursery. Allergies and parental wishes are discussed prior to the child commencing the provision, it is recorded and accommodated. Some children stay for lunch which their parents provide. Children enjoy the social lunch time where they are encouraged by staff to eat savoury food before sweet. However, the lunch boxes in the main hall are not stored appropriately.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play and relax within premises that are clean, well maintained, warm and welcoming to the parents and children. They benefit from the staff having an appropriate, understanding of safety issues and the need to take positive steps to prevent accidents. For example, staff are well deployed and premises are secure,

socket covers are fitted to exposed points. Practitioners help to keep children safe in the nursery and outside in the garden area because they understand and comply with health and safety requirements. Practitioners explain safe practices to children such as being careful with the clothes pegs and keeping them off the main path, so other children do not fall and hurt themselves. This helps children learn responsibility for keeping themselves safe. Children play with a range of safe, age-appropriate, good quality toys. They are well organised in child-height furniture to encourage children to choose and make choices independently. They are kept clean and maintained in good condition.

The children's welfare is safeguarded because the experienced practitioners have a secure understanding of child protection issues. Their well-being is actively promoted. However, the child protection policy does not include a statement about allegations made against members of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle into activities well. They are confident, enthusiastic and well motivated to explore the range of resources and activities made available to them. Younger children between 2 and 3 are familiar with their teachers and have established good relationships which are secure and help to increase their confidence and self-esteem. Practitioners spend time in settling children into the nursery and this helps them feel safe and secure. They are gaining independence and self confidence because the practitioner encourages them to make choices and explore. They enjoy a range of stimulating activities and play happily together and with adults. Children are encouraged to fit together puzzles using Montessori equipment and play with hoops and balls with increasing confidence. Musical activities, including singing and drama, helping children to develop their communication skills. They experiment with crayons, play dough and painting.

Nursery Education.

The quality of teaching and learning is good. The provider and her staff have a good understanding of the Foundation Stage. They work well as a team and plan effectively to provide a formal structured programme of practical activities to support children's progress towards the early learning goals. Staff undertake regular written observations and assessment of the children. Information gathered is used to complete individual profiles for each child. However, a few aspects of the curriculum are not covered on a regular basis. As a result, children's learning is not always maximised. Staff act as positive role models. They know the children well and have a good relationship with them. They actively support children in developing their confidence, independence and self-esteem.

Children enjoy the company of other children. They show a strong sense of belonging as they greet each other and practitioners when they arrive. Older children show care and concern for younger children and try to be helpful and polite. They are well engaged in their play as they select and carry out activities. They assume responsibility for their personal care. Practitioners encourage children to explore their

own and others feelings. For example, they discuss at group time, happy and sad faces and what they mean.

Children speak confidently, they eagerly initiate conversations with each other and practitioners. They enjoy listening to stories individually and in the large group. They use the book corner well and are learning how books work. They sing songs and enjoy drama, for example, being a rainbow where they use their imagination well. They have a formal time to practise their writing. However, children have less opportunity to practise their mark making skills in the role corner. Children confidently recognise shapes and count numbers as part of the planned programme. Some attention is given to exploiting practical play to help support children's understanding of calculation.

Children develop an interest in the world about them. They are learning about their families for example, discussing photos taken with their Mother and growing bulbs for Mother's day. They are gradually becoming aware of time for example, through the routines of tidy up time and story time. However, there are insufficient resources for younger children to explore technology through the use of programmable toys. There are good examples of children's work displayed where they join and build together with natural materials. Children are encouraged to help with cooking of the biscuits where they learn about dry ingredients changing when mixed with milk.

Children use their imagination in their play and enjoy using their voices when singing. They enjoy tasting different foods and are developing good hand-eye coordination, when using scissors and pencils. Practitioners give attention to adapting activities to ensure that part time children have access to the full range of activities.

Helping children make a positive contribution

The provision is good.

Children are confident and their self-esteem is built up by sensitive practitioners. They see their work is valued and well displayed. All children are treated like individuals and valued. They are learning to accept people of diverse cultures through well planned topics. For example, 'Our World' helps teach children about different cultures and festivals. This helps children develop a positive approach towards diversity. Children have access to a sufficient range of resources such as books and puzzles to help them increase their awareness of diversity. Children's spiritual, moral, social and cultural development is fostered.

There are good systems in place to support children who have special needs and those who speak English as an additional language. Staff manage children's behaviour well and good explanation ensures children learn right from wrong. Children are learning to be polite and helpful and are encouraged to take responsibility for tidying away the toys used.

The partnership with parents is good. Children benefit from the positive partnership practitioners have developed with parents. Clear information is available to them about the settings policies and procedures. The settling in policy helps younger children settle in well and enjoy their play. Parents are kept up-to-date with

information about the provision through the noticeboard and regular newsletters. Parents are kept well informed about children's progress through informal discussions and regular meetings throughout the year. Children benefit from this two-way sharing of information. Parents are involved in their child's learning. For example, children are encouraged to bring in things from home to support the topic. Children are cared for as parents wish because practitioners listen to parents and work with them.

Organisation

The organisation is good.

The leadership and management of the nursery is good. The two setting proprietors are suitably qualified and very experienced in their roles. There are good procedures for recruitment and induction that ensure all staff working with children are suitable to do so. Space indoors and out is well organised to ensure children gain fully from all activities. Staff deployment is effective and staff work directly with the children at all times. Most regulation documentation which contributes to children's health, safety and well-being is in place. Staff work well as a team in both rooms and clear communication and guidance allows them to provide a stimulating, well-balanced programme. They are clear about their roles and responsibilities.

The clear aims for the provision reflect the commitment to improving the quality of care and education. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and the most relevant information available.

Most mandatory records are in place. However, the arrival and departure of children and allegations made against members of staff are not yet in place. All records are well maintained and in the process of being updated. The provision meets the range of needs of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children's times of arrival and departure are recorded.
- ensure a statement regarding allegations against a member of staff is included in the child protection policy
- provide suitable storage for children's lunch boxes.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase children's opportunities to enjoy resources and experience technology
- develop the home corner to provide opportunities for children to practise their mark making.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk