



## **Broomwood Montessori**

Inspection report for early years provision

<b>Unique Reference Number</b>	159335
<b>Inspection date</b>	07 June 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Broomwood Montessori opened in 2004. It is situated in Broomwood Community Church, in the Battersea area, and it operates from a classroom on the ground floor. A maximum of 16 children may attend the setting at any one time. There are currently 16 children aged from two to under five years on roll. Of these, five receive funding for early education. Children attend a variety of sessions. The group opens five days a week term time only. Sessions are from 09.30 until 12.30. The setting employs four

staff, of whom three have early years qualifications. There is an additional member of staff available for emergency cover. In addition, there are three external teachers who provide weekly sessions for French, music and sports. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good hygiene, for example, when they wash their hands after using the toilet and messy activities. Good procedures, such as staff wearing disposable gloves and using disposable paper when using the shared nappy changing equipment, sustain good levels of hygiene and help prevent the spread of infection. Children benefit from healthy snacks which include fresh fruit. They develop personal independence by helping to serve the drinks and fruit to other children at snack time. Water is made easily accessible in jugs throughout each session. Details of children's allergies and dietary requirements are recorded. One member of staff holds a current first aid certificate.

Although the setting has no outside play area, children benefit from a range of physical activities which help them develop gross motor skills. For example, they show great enthusiasm when taking part in music and movement sessions, and enjoy using the bikes and wheeled toys in the large adjacent hall. In addition children take part in physical team games using balls, bats and hoops during weekly tots in sports sessions, which are run by an external organisation, 'Tots in Sport'. This means that children develop body awareness and control and skills in kicking, catching and throwing. Staff set up a climbing frame, slide and Montessori rods in the main play area which enable children to improve their balancing skills. The climbing equipment is very well supervised, but there is insufficient opportunity for children to use it independently. This means that this activity does not present sufficient challenge for older and more able children. Children make weekly visits to the two local commons where they can run freely and use the large climbing equipment.

Children develop good hand and eye co-ordination as they use the Montessori resources, for example, when learning to thread beads, pour water from a jug into a small bottle, transferring pasta into small containers using tongs, and building towers from large and small bricks.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe because risk assessments are regularly completed and potential hazards identified. Staff supervise the children well when using the climbing frame and slide and other areas of the premises such as the large adjacent hall. The setting has good security precautions such as an intercom system on the front entrance to the Church and a lock on the door to the main play area. Children use a

sufficient range of safe, good quality, developmentally appropriate resources. These are well-organised in child-height furniture to encourage independent access. Play equipment is regularly checked for safety and removed if broken. Children are always escorted to the toilets which are located in another part of the premises. They are kept safe on outings because staff ensure children learn about road safety and hold hands with an adult at all times, when they are not in a safe area. Children's welfare is safeguarded because most staff have a sound knowledge and understanding of child protection. However, some staff are unsure of recording and reporting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children show enthusiasm and enjoyment for all activities. The interaction with children is of a good quality. Staff are based at activities and support the children well with using the resources successfully. Children choose their own activities and Montessori resources and are familiar with the expectations of how to use the equipment. As a result they use their own initiative and develop good self confidence and personal independence. All children show good determination and concentration when completing Montessori tasks. They are skilled at completing puzzles independently and learn about size, category and number, using equipment such as the knobbed cylinders. Children are very well behaved and co-operative, for example, they wait patiently for their turn when using the balancing rods and climbing frame. Senior staff who work as part of the staff team have a good understanding of the Birth to three matters guidance. Consequently, children are provided with a wide range of activities which help them to make good developmental progress. However, not all staff have a secure knowledge and understanding of the guidance for Birth to three matters and activity planning does not reflect the outcomes within the guidance. Activity planning incorporates topics, and children's work is valued and displayed, such as mark making, paintings and computer work. This means that children feel good about their own achievements. Close and caring relationships with staff increase children's sense of trust and help them develop a strong sense of self. They play together co-operatively and enjoy each other's company. Children benefit from going on outings to places of interest such as Horton Park Farm and enjoy additional activities facilitated by external staff, such as French, music and sports. Staff provide alternative activities for younger children who are not yet ready to take part in some of these sessions.

### **Nursery education**

The quality of teaching and learning is satisfactory.

Children are happy and interested in their environment, concentrate well at their chosen activities and play independently for long periods. They are very well behaved and co-operative. This is because staff use positive reinforcement methods, consistently praise children for their individual achievements and help them to learn to share with others. Staff show good interest in what children say and do. They ask children appropriate questions which extends their learning and are skilled at

knowing when to join children and offer help and when to let them play independently. This means that children make satisfactory progress in all areas. However, not all staff have a good knowledge and understanding of the stepping stones within the Foundation Stage Curriculum and are not always familiar with the identified learning objectives for planned activities. Learning takes place during well planned large group sessions and during spontaneous play, according to the choices that children make. Staff make good use of spontaneous opportunities within children's play to introduce learning, for example, when playing imaginatively with the shop resources, children are encouraged to make shopping lists through mark making and drawing. Staff keep samples of children's work in folders as evidence of their achievements and can clearly say how each child is making progress. However, the folders do not include recent observations of children's achievements in all areas of learning. Therefore the next step for their learning is not clearly identified in all areas, or consistently used to inform future activity planning. Children have a good knowledge of the sounds and names of letters of the alphabet and some older and more able children can write their name with most letters correctly formed. Children move creatively to music during dance sessions. They wiggle in time to the music, follow the dance teacher's movements successfully and develop gross motor skills as they jump up and down, try to skip and walk on tip toes. They use musical instruments to learn about rhythm and sound differences. Children learn and explore the features of living things during outings to the local commons. They learn about change through activities such as making bread and planting and growing cress and grass seeds. Children learn about others and have a positive attitude to differences through planned activities which recognise and embrace festivals and celebrations, for example, Chinese New Year.

### **Helping children make a positive contribution**

The provision is good.

Children are greeted warmly on arrival and are happy to be at the setting. Partnership with parents is satisfactory. Parents speak positively about the setting, particularly in relation to the friendly caring nature of staff, the personal approach, small size of the setting and variety of activities. Children benefit from the good relationships and communication that staff have with parents. For example, parents receive regular newsletters which contain information about activities, topics and outings, and details of daily activities are displayed on a wipe board in the entrance area. In addition parents have access to all policies and procedures. Staff share information about children's individual progress on an informal basis and there are more formal opportunities for parents and staff to discuss children's progress once a term. However, parents do not receive any written assessment reports or written information about the Foundation Stage Curriculum. Children are very well behaved and co-operative and work together well on their own and in large and small groups. This is because staff talk to children about the consequences of their behaviour, ensure they understand the expectations of the Montessori approach and often praise children for their individual achievements. This means children feel good about themselves and develop confidence. All children play a full part in the setting because staff value and respect their individuality. Children welcome others' involvement in their play, for example, when playing imaginatively with the pretend

shop resources and when using the sand tray. Children quickly follow the teacher's instructions and respond with enthusiasm, for example, during music and movement sessions. They form very good relationships with each other and staff, and are learning to share. Children learn about differences and the wider world through access to books and play equipment that reflect positive images of differences and take part in activities and projects about different celebrations. There are currently no children with special educational needs or English as an additional language attending the nursery, however, there are clear objectives and systems in place to meet their individual needs. Spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

All children make their own independent choices from well organised accessible Montessori and other play resources. As a result, they enter the setting with enthusiasm, quickly find something to do and show interest in additional activities that have been set out prior to their arrival. The environment is well organised, stimulating and welcoming, and good use is made of the available space. Staff work together well as a team and are motivated and clear about their responsibilities, which means children are happy and settled. They provide a good range of interesting and well planned activities for all children and a range of experiences that are related to the guidance for Birth to three matters. Children benefit from a structured routine, which includes time for physical activity and snacks as well large group sessions. However, there is no keyworker system in place to enhance the individual support that children receive. Children's welfare is protected because the registered person ensures that staff are appropriately vetted. Procedures and record keeping systems are well organised and used effectively to promote children's safety and well-being. Leadership and management is good. The manager has a clear ethos for the provision, clear expectations of staff practice and involvement and a good commitment to assessing and improving the quality of care and education for the children. The manager works directly with the children as part of the staff team and provides a positive role model. Although weekly team meetings are brief, good communication between staff and the manager help them to teach effectively and enable children to make progress. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection, the provider agreed to: improve the arrangements for children's handwashing; ensure the first aid box and its contents comply with Health and Safety (First Aid) Regulations; ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice; improve records and documentation by ensuring systems are in place to include children's and staff times of arrival and departure; update the complaints procedure; devise systems to record physical restraint and child protection concerns and ensure written observations reflect future steps for children's learning. A handwashing bowl

and soap is now available in the main play area, the first aid box contents have been updated, visual images and other play resources have been displayed and made easily accessible, particularly relating to different racial origin and disability, the staff and children's attendance register includes arrival and departure times, the complaints procedure has been updated and an incident book has been put in place to record child protection concerns and significant incidents of children's behaviour. Some of the next steps for children's learning have been identified in planning but do not cover areas of learning for all children.

### **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**

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 satisfactory.

### **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 all staff have a sound knowledge and understanding of child protection procedures
- improve all staff's knowledge and understanding of the guidance for birth to three matters and ensure activity planning reflects the outcomes within the guidance.

#### **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):

- improve all staff's knowledge and understanding of the stepping stones within the Foundation Stage Curriculum and ensure staff have a secure knowledge and understanding of the identified learning objectives for planned activities.

- ensure activity planning is kept up to date, complete more frequent observations of children's progress and ensure the next step for their individual learning is identified in all six areas.
- provide parents with information about the Foundation Stage Curriculum.

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