



New World Montessori School

Inspection report for early years provision

Unique Reference Number	EY321429
Inspection date	13 July 2006
Inspector	Christine Bonnett
Setting Address	St. Barnabas Millenium Church, Pitshanger Lane, Ealing, London, W5 1QG
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Registered person	New World Montessori Nursery 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 satisfactory.

WHAT SORT OF SETTING IS IT?

New World Montessori School is one of three nurseries run by New World Montessori Schools Ltd. It opened in 2006, and operates from St Barnabas Millennium Church Hall in Ealing, in the London Borough of Ealing. A maximum of 18 children may attend the nursery at any one time. It is open each weekday from 09.15 to 15.30 during term time. Children have access to an enclosed outdoor play area. The nursery follows the Montessori teaching method.

There are currently 48 children aged from two to under five years on roll. Of these, 21 children receive funding for nursery education. Children come from the local and wider community.

New World Montessori School employs three staff, of whom two, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the premises are maintained to a high standard of cleanliness. They are developing good self-care skills, and are beginning to understand that germs can cause illness and, therefore, why washing is important. In addition, the suitably equipped cloakroom allows children to maintain good hygiene practices. For example, liquid soap and warm-air hand dryers are available. However, hygiene standards to prevent the risk of cross-infection are not applied consistently as children share cups at the refreshment table.

Although the parents supply their child's lunch each day, the nursery provides their snacks. Fruit and raw vegetables are routinely offered, with water and milk to drink. Consequently, children are becoming familiar with healthy options and begin to understand the importance of this to staying well.

Children are developing well physically as they have access to well-maintained grounds. Here they have the opportunity to run around and generally benefit from outdoor play within a secure environment. Effective policies and procedures are in place for administering first aid and medication, thereby helping to ensure children are well looked after.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move around freely in an environment that is bright, welcoming and contains no obvious safety hazards. The safety of children is important to staff, and any potential dangers are identified and quickly reduced. Effective reporting systems are in place to facilitate this. High priority is also given to making sure children will be safe in an emergency. The fire drill is practised regularly to ensure that all children are taken to safety quickly in an emergency.

Children have good opportunities to exercise their independence by being able to self-select much of the equipment available for them from the open-fronted shelves. Play resources are stored and displayed attractively and appealingly for children. The wide range of play equipment and furniture is clean and in good condition.

Children's well-being is also well protected because staff have a clear understanding of their role in relation to child protection issues. They know the indicators of abuse

and the procedure to be followed for reporting concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. They arrive happy and confident and quickly settle into the daily routine. They play enthusiastically with a variety of stimulating toys and resources. Currently, children are not given the opportunity to benefit from the "Birth to three matters" framework, as it is not fully integrated into the planning.

Children laugh and have fun as they relate well to the staff. Their self-esteem is reinforced because of the care and kindness given by staff. Consequently, children become confident to express their needs and wishes.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are beginning to monitor the children's progress, and use the information to plan the next stage of learning. However, some staff lack knowledge and understanding of the Foundation Stage curriculum, and how to implement it effectively. The gaps in the delivery of the curriculum means that children make only satisfactory progress in the six areas of learning.

Children enjoy being in each other's company and demonstrate this by playing cooperatively together for extended periods. They are learning about taking turns and sharing. Children are curious to explore newly set out activities, and to show their handiwork to others with pride. Although mathematics is incorporated into daily routines, such as counting the number of children going out to play, there are fewer opportunities for children to practise simple calculation through addition and subtraction. In addition, as numbers are not displayed around the hall, children do not become familiar with their shapes and begin to recognise them.

Children show excitement when singing familiar songs, and join-in enthusiastically with action rhymes. They have good opportunities for developing writing skills, and are beginning to understand that writing has meaning. For example, several children write their name on the top of their artwork. Older children manipulate pencils, scissors and glue spreaders with skill, as well as developing large motor movement through playing ball games and cycling in the grounds. However, older and more able children are not offered daring and challenge in their physical play, as large apparatus to develop climbing and balancing skills is not available.

Children benefit from good opportunities for creative play. They enjoy examining dolls in the doctor's surgery, and writing prescriptions. Suitable resources are routinely available for them to express themselves in paint and collage. Knowledge and understanding of the world is well promoted. Children have the opportunity to use information and communication technology by operating simple computer programmes. They also learn about nature through project work on the life cycle of a frog, and particularly enjoy digging for worms in the garden.

Helping children make a positive contribution

The provision is good.

Children are treated as individuals by being allowed time to progress at their own pace, for example, finishing their meal without being hurried. Children are also valued and respected by staff, and given appropriate praise and encouragement to enhance self-esteem and confidence.

Children's behaviour is generally good because they are engaged in purposeful play. Staff use age-appropriate and positive strategies to manage any difficulties that may arise. Consequently, children learn right and wrong in ways that they understand. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with special needs are welcome in the nursery. Staff have a positive attitude towards this area of childcare. The manager is aware of her responsibility as a service provider to act in the best interest of a child.

Children are learning about the world in which they live as they have access to resources that promote positive images of different cultures and ethnicities. They learn about festivals and traditions celebrated in the local and wider community. However, insufficient resources are available that reflect differing abilities.

Children benefit from the friendly interaction between staff and parents. Detailed information about the nursery and the service it provides is available for parents. This includes the policies and procedures. Regular newsletters are produced, and an information board is written up and displayed at the end of each session to keep parents informed of that day's events. The partnership with parents of children who receive nursery education is good. Children's individual progress reports are issued each term.

Organisation

The organisation is good.

Children benefit from a well-organised environment enables them to explore the play equipment in hygienic and safe conditions. Children's welfare is safeguarded because all required records and documentation are in place to ensure the smooth day-to-day running of the nursery. In addition, staff implement policies and procedures effectively. Consequently, positive outcomes for children are achieved.

The leadership and management of the setting are satisfactory. The manager is committed to the promotion of high quality childcare through encouraging her staff to attend relevant courses to increase their knowledge and skills. However, some staff do not fully understand their role and responsibilities in developing the quality of their teaching to positively influence children's learning.

Children's welfare is safeguarded as robust recruitment procedures are in place to ensure all staff are suitable to work with children. Staff have a clear understanding of

their role and responsibilities and focus on the needs of the children. Staff deployment around the nursery is good. They ensure that all children are happily engaged in purposeful activities.

The setting meets the needs of the range of 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.

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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):

- improve hygiene standards at the refreshment table to prevent the risk of cross-infection
- increase understanding of the needs of children under three through the use of the Birth to three matters framework
- increase resources that reflect positive images of differing abilities.

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 staff's knowledge and understanding of the curriculum guidance for

the Foundation Stage to improve the quality of teaching and children's learning

- increase opportunities for children to experience simple calculation in planned and unplanned activities
- strengthen the programme for physical development to provide greater challenge for older and more able children.

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