



Maria Montessori - Wimbledon

Inspection report for early years provision

Unique Reference Number	EY317701
Inspection date	20 September 2006
Inspector	John Early
Setting Address	St John's Church Hall, Spencer Hill, London, SW19 4PA
Telephone number	
E-mail	
Registered person	The Maria Montessori Children's House
Type of inspection	Integrated
Type of care	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.

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?

Maria Montessori Wimbledon opened in 2006. It is part of a small chain of nurseries that are privately owned. It operates from St. Johns Church Hall in the Wimbledon area of Merton. There is one large hall and another room. Both are on the ground floor. The nursery serves the local area.

There are currently 45 children from two years to under five years on roll. This includes children with special education needs and those who speak English as an additional language.

The nursery opens five days a week during term time. Morning sessions are from 09.30 until 12.30. Children attend various sessions.

Six full time and part time staff work with the children. Eight staff have early years qualifications. One member of staff is currently on a training programme. The setting receives support from the Merton Early Years Partnership. The Montessori Teaching method is used to promote children's development.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All procedures followed in the nursery are effective in preventing the risk of cross-contamination. For example, staff wipe down tables and sweep the floors. All the children learn the importance of good personal hygiene through daily routines such as hand washing. The children are protected from infectious illness through an effective sick child policy.

Clear and accurate records are kept, for example about any medication that has been administered. This ensures that children's health needs are met and information can be effectively shared with the parents. Most staff are trained in first aid, ensuring accidents are dealt with quickly.

The children are well settled and have good relationships with the staff, who interact in a gentle, supportive manner and the children go to them for cuddles and reassurance. The children are comforted and reassured well by the staff if they are upset. Home routines are followed initially and the staff put a lot of effort into building relationships with the children. The staff help the children trust them, developing healthy dependence to support the children's emotional wellbeing.

Children are encouraged to adopt a healthy lifestyle through eating well, for example having fruit and wholemeal bread and butter at break time. They can help themselves to a drink from cups of water or milk at break times and have access to drinks at other times during the morning, which helps them understand their physical needs.

The children enjoy a wide range of outdoor activities, for example they can run, jump, balance and climb using the fixed equipment in the outside area, which contributes to their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a clean and well maintained environment, which has been adapted with children's safety in mind, for example the safety gate in place in the kitchen area. The good organisation of suitable toys and equipment in the Yellow and Red rooms, means the children can move around safely to independently access available resources from shelves and tables, which are at child height.

The children's play resources are age appropriate and in good condition, so that the children can play freely. There are effective policies and procedures in place, which work well in practise to keep the children safe, for example accidents are recorded appropriately. Medication

procedures are in place if and when medicines are to be administered. The staff recognise their responsibility towards the children in their care. They understand the procedures they must follow if they are concerned about the welfare of a child.

Risk assessments are completed daily, both indoors and in the outside area, which means the children can play, learn and explore safely. Measures have been put in place to help prevent accidents. For example, fire prevention is good and regular fire drills help the children become familiar with the procedures, so they learn how to leave the premises quickly and safely.

Helping children achieve well and enjoy what they do

The provision is good.

The staff have a sound understanding of how young children learn and provide a varied programme, which the children enjoy. The staff know the children well and record their progress effectively, using the 'Birth to three matters' framework. They interact with the children in a positive manner and guide their play, for example, by asking questions to make them think and praising them for their achievements.

The staff consult the children when planning the activities, this encourages the children's initiative and their interests. The children enjoy a range of interesting activities, usually linked to a theme, to stimulate children's senses. The children enjoy songs, rhymes and story time, which contributes to their developing communication skills.

Nursery Education

The quality of teaching and learning is good. The children make steady progress towards the early learning goals with the support of the staff, who have a sound understanding of the Foundation Stage. The children are keen to learn and quickly settle, to become involved in activities.

The staff record activities under each area of learning, ensuring all aspects are covered to promote the children's learning. There is an effective system in place to track the children's progress through observation. The children's achievements are recorded under each area of learning and next steps for learning are identified.

The staff's calm and polite manner sets a good example to the children. They give the children a good balance of free play and guided choices and allow them time to solve problems. This allows the children to practise and consolidate their learning. Montessori equipment is used well as an integral part of the daily curriculum, helping children to progress.

The children enthusiastically tell the staff about their experiences outside of the nursery. At circle time they are helped by skilled, supportive staff to express their ideas and talk about various toys they have brought with them for show and tell. They are very confident, speak up and put forward ideas but are also encouraged to wait their turn and listen to each other.

The children are polite and behave well, because of the good example set by the staff. Positive imagery around the nursery helps the children to understand a variety of cultures and traditions,

which helps them to have a positive attitude towards each other. The children use their imagination well in play and respond eagerly to experiences with music and movement.

The children enjoy sharing stories and looking at books. They understand books can be used for reference. They listen well and enthusiastically share their ideas. The Montessori system is used well to encourage the children to practise writing letters and the correct ways to form words. They experiment with writing materials, such as paints and felt pens. This encourages confidence and good micro-physical skills and control. Games are played that encourage language and listening skills, for example at circle time when children are asked to be loud, soft, silent. Labels are displayed around the room to help children to recognise numerals, letters and words. This promotes their communication, language and literacy skills well.

The children learn to count through everyday routines and are offered practical activities that include Montessori equipment to recognise shapes, patterns and to sequence. They learn about heavy and light objects by using wooden bricks, plastic letters and pouring water or sand. They use language to describe size during everyday play. The children recognise numerals. The children enthusiastically play matching games. The staff join in with their games and praise their achievements. This all contributes to their mathematical development.

The consistent routine helps the children develop a sense of time.

The children differentiate colour and experiment with paint. The art, craft and painting areas encourages them to create collages and experiment with different materials. They enjoy experimenting with malleable materials such as play dough. The children are encouraged to feel and describe different surfaces, such as soft, rough and smooth surfaces. This contributes to their creative development.

The children investigate objects and materials on the discovery table. They are involved in appropriate topic based activities to learn about the world around them. However children do not have enough opportunities to learn and understand technology, due to the lack of programmable toys.

Children have regular opportunities to investigate natural history through the care of plants and flowers. They acknowledge a variety of cultural festivals and traditions, which encourages the children to be positive about each other. The children learn about their local community and people who help them, through visitors to the nursery such as the fire fighter and police officer.

The staff ask the children questions to make them think during everyday discussions. For example, when they are talking about what sounds they make by being loud, quiet and silent at circle time.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good. The children benefit from the positive partnership the staff have developed with the parents. This ensures the children settle well and their individual needs

are met. They experience consistent care due to effective communication systems between the parents and the staff, such as daily diary records and access to children's records.

Children are encouraged to learn about diversity by the staff who provide opportunities for them to celebrate festivals and respect cultural values. However children have insufficient resources to extend their knowledge and understanding of diversity.

The children build good relationships with the staff, ensuring they are happy and secure in their environment.

They behave well and are guided by the staff who encourage them to help tidy up the play materials after use.

The comprehensive special needs policy guarantees appropriate support is available. The parents are encouraged to be involved in topic work and to share their own experiences and skills with the children.

The parents are invited to 'get to know each other days', discuss their children's progress with staff and regular reports are also available to them. Parents' suggestions are welcomed and valued. This helps the parents to be involved in their child's learning to promote the children's development.

The children's social, moral, spiritual and cultural needs are fostered.

Organisation

The organisation is good.

The children are cared for by suitably qualified staff, who have been appropriately vetted, due to effective recruitment procedures. There is induction training, policies and procedures that work well, ensuring the efficient and safe management of the nursery.

The staff have a good knowledge and understanding of child development, which enables them to meet the children's individual needs well.

Leadership and management of the nursery education are good. There is a strong commitment to develop the provision and effective systems are in place to monitor and evaluate the teaching. This guarantees that improvements are made and any potential weaknesses are identified at an early stage. Staff training and development is encouraged, so that practice is kept up to date.

All required documentation, policies and procedures are in place and work well in practise, which ensures the safe and efficient management of the nursery.

The parents are kept up to date about their child's progress through regular discussions with the staff and written records. The range and quality of activities provided for the children ensure they make steady progress.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

For the Care and the nursery education sections of the report.

The last inspection was the re-registration visit.

Not Applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- increase toys and play materials with positive images of race, ethnicity, culture, gender and disability

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 experience programmable toys

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