



## **Bubar Montessori Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY332060
<b>Inspection date</b>	29 November 2006
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Bubar Montessori Nursery opened in 2006 in their new premises. They are based in Stanmore in the borough of Harrow. The setting serves the local and wider community. A maximum of 20 children may attend the nursery at any one time. The setting opens five days a week for 42 weeks of the year from 08:30 to 15:00. Children have access to a secure enclosed outdoor play area.

There are currently 16 children under five years on roll. Of these, four children receive funding for nursery education. The setting supports a number of children who have English as an additional language.

The setting currently employs four staff who work directly with children, half hold a relevant child care qualification including the manager. Two members of staff are working towards a childcare qualification.

The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health within the setting is supported appropriately by staff who have a suitable knowledge of the provision's health and hygiene procedures. For example, children are encouraged to wash their hands before eating, and after playing in the garden. The sound hygiene procedures maintained enable children to be cared for in an environment that reduces the risk of infection. They are protected from infection as children do not attend if they are unwell with contagious illness. Good procedures are in place for the recording of accidents and administering medication.

Meal times are well organised and a sociable event, children are able to independently access drinks throughout the session and at lunch-time. The children enjoy talking to peers about their likes and dislikes and compare what each other has for lunch. The setting has worked well with the parents, encouraging them to only provide healthy lunches for their children. Staff are vigilant about children's dietary requirements. For example, the children who do not eat meat are all seated together in order to avoid cross contamination.

Children enjoy fresh air and exercise as they play in the secure outdoor area. Children who receive funding have too few opportunities to develop their large muscle skills, this is as a result of the equipment provided which is basic. Children learn about their own bodies. For example, whilst out in the garden a member of staff talks to the children about their hearts beating fast after running around.

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

The provision is good.

Children are protected from strangers through staff's monitoring access to the provision. For example, visitors must identify themselves prior to the door being opened, and only once the person has been verified are they allowed to access the premises. Children are well supervised and are always in sight or hearing of the staff team. They are kept safe by the effective use made of the risk assessments and the positive steps taken to minimise hazards. However, the radiators could pose a potential risk to children as they are quite hot to the touch.

Children are protected from possible abuse or neglect. Staff have a clear understanding of the setting's child protection policy and local Safeguarding Children procedures. They are aware of the reporting procedures to follow if abuse is suspected, and the necessary documentation is in place to support their practice. Staff have familiarised themselves with the setting's policy, this ensures the safety of the children in their care.

Children have access to a range of safe, good quality resources. The well-organised child-height furniture encourages children to have independent access to resources. Staff ensure that children have access to toys and equipment that are safe, in good condition and are regularly checked. Three members of staff have up-to-date first aid qualifications and there are written policies and procedures in place to safeguard the children.

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

The provision is good.

Children are engaged throughout their time within the setting. They are becoming independent as they choose from a wide range of resources that are well organised, easily accessible and enjoyed by children such as creative activities, books, puzzles and Montessori equipment. The children particular enjoy the activity involving the puppets and story of the three little pigs. They are able to actively participate in this story, which was being told by the member of staff. They benefit from resources that are stimulating, challenging and age appropriate in order to extend children's learning and enjoyment.

Children are comfortable, settled and happy at the nursery. Most of the children enter confidently and with little fuss when saying goodbye to parents. Warm and caring relationships with the staff increase the children's sense of trust and help them develop a strong sense of self. Children are spoken to in a warm, positive and caring manner.

#### **Nursery Education:**

The quality of the teaching and learning is good. Planning is effective and the children benefit from the staff's sound knowledge of the Foundation Stage curriculum. The nursery is set up to encourage children to be independent and involved in various activities. The staff are well deployed and they extend children's vocabulary and thinking by asking open-ended questions. Staff have good relationships with the children and high expectations of children's behaviour. The children's individual involvement and interest in activities is observed and the information gained is used to plan the next step in the children's development.

The children's attitudes to learning are positive and they spend extended periods of time concentrating on their chosen activities. For example, one little boy sat at an activity of pouring water into a variety of containers, trying extremely hard not to spill any of the water. Children are actively engaged in their play and activities throughout the day. Children interact well with adults and each other and play cooperatively.

Children are confident speakers and engage in conversations with each other and adults. They are confident about handling books and have a developing understanding of the purpose of written language in their environment. For example, different areas of the setting are labelled, such as the sensory area, and creative area. The children enthusiastically listen to and are involved in stories told to them by staff without the use of books, and are eager to join in using the props supplied.

Children are gaining independence and making choices, they have good opportunities to strengthen self-help skills and foster their independence effectively. For example, they help

themselves to equipment, play materials, use books independently, pour their own drinks and take themselves to the toilet when needed.

Children have many opportunities to develop awareness of their own environment and the wider world. For example, the children learn about the life cycle of frogs. Visual prompts are used to show the children frog spawn and the development of tadpoles into fully grown frogs. They develop an understanding of diverse cultures and their own beliefs when participating in festivals. Staff link visual artefacts of places of interest such as the Taj Mahal, Sydney Opera House, and the White House with books about different countries. These places are discussed with the children, some of whom are aware of where they are located. For example, one child told the member of staff that the American President lives in the White House.

Children count confidently and many can count beyond ten in familiar context. They are able to describe size and position during their play. Children are learning about shape and size as they confidently fit puzzles of varying challenges and whilst using the Montessori equipment.

Children are developing their fine motor skills. They use a range of tools and resources, such as scissors, pencils and Montessori equipment to develop good hand eye co-ordination. The children have regular access to the outdoor area where they enjoy a range of physical activities on offer. However, the more able children lack challenge in their physical development.

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

The provision is good.

Behaviour is of a consistently high standard. Children have a good understanding of the boundaries and behavioural expectations of the setting and share and take turns well. They are learning to be respectful of one another and to be aware of each others' feelings. This is due to the sensitive and calm manner in which staff approach children's behaviour. Staff have a great deal of respect for the children and this is influenced in the children's behaviour and the calm relaxed atmosphere created by the staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Children are provided with a range of resources and activities, that are beginning to increase their awareness of diversity and understanding of others within the wider community. For example, children learn about places of interest such as the Statue of Liberty, the Leaning Tower of Pisa and the Coliseum in Italy. They also celebrate festivals within the setting such as Diwali and Christmas. The staff have a sufficient understanding of the needs of children with learning difficulties and disabilities. There is a Special Educational Needs Co-ordinator (SENCO) worker present and written policies are in place.

Partnership with parents is good. Staff have established effective communications with parents both verbal and written. For example, staff talk to parents at the beginning and end of each session, parents are issued with yearly progress reports on their child, they can access their child's progress records and staff are available to speak to parents about their child at any time; newsletters and the setting's policies and procedures are shared with parents. In addition, information is provided to parents about the Foundation Stage curriculum and the six areas of learning; and the notice board holds information on planning.

## **Organisation**

The organisation is good.

The nursery is well organised. Toys and resources are easily accessible so that children can choose for themselves, this enhances their independence skills.

Half the staff working directly with children hold a recognised childcare qualification, there are two staff working towards an appropriate qualification. Staff are well deployed ensuring that children are well supported in activities and clear policies and procedures ensure children's safety.

The setting regularly shares information with parents to keep them informed about their child. This contributes to the continuity in the children's care. All of the legal documents required by Ofsted are in place. The nursery policies and procedures are used effectively to promote the well-being and safety of the children.

The leadership and management of the setting is good. The provider has a commitment to training and the professional development of staff, she ensures staff have access to training provided by the Local Authority and works with the advisory teacher to improve practice. The Manager works directly with the children and provides a very good role model to staff. The staff group work well together as a team, consequently this is reflected in the good practice which results in the children being happy and settled in the nursery. The manager uses discussions and regular meetings with staff to monitor the curriculum. The setting meets the needs of the range of children for whom it provides care.

## **Improvements since the last inspection**

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- conduct a risk assessment paying particular attention to the radiators.

### **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):

- provide the more able children with challenging physical activities and equipment in order to develop their large motor skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)