



## Archangels Montessori Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	137221
<b>Inspection date</b>	26 January 2007
<b>Inspector</b>	Gillian Cubitt / Donna Bonner
<b>Setting Address</b>	23 Genoa Road, Penge, London, SE20 8ES
<b>Telephone number</b>	020 8659 9009
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<b>Registered person</b>	Vera Elizabeth Jarrett
<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 satisfactory. 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?

Archangels Montessori Day Nursery opened in 1997. The nursery is privately owned by Mrs Vera E Jarrett. It operates from a detached house situated in a residential road in Penge which is in the London Borough of Bromley and serves the local community. On the ground floor the nursery has the use of two playrooms, a kitchen, office and toilets. The first floor has three additional playrooms plus two toilet cubicles and a kitchen. At the time of the inspection the nursery were registered to care for a maximum of 26 children at any one time. A variation was agreed at the time to increase the number of children to 39 children, with a maximum of 12 children under two years of age. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. At present, there are morning and afternoon sessions available and there are plans to provide a breakfast and after school club.

There are currently 20 children aged from one year to under five years on roll. Of these, seven children receive funding for early education. The nursery incorporates the Montessori method of teaching in the curriculum and works with the Early Years Development and Childcare Partnership (EYDCP). The nursery supports children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The nursery employs eight members of staff. Of these seven hold appropriate early years qualifications and one is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted well as staff follow clear procedures and practices which supports children's health and nutritional needs. Good routine hygiene practices, such as staff wearing disposable aprons and gloves when changing babies nappies and the adherence to ensuring that no shoes are worn in the baby room minimises the risk of cross infection. Children have an awareness of good practices and understand for example, when playing outside, they need to put their coats on in winter to keep warm and sun block cream in summer to protect their skin. Children are well protected as procedures for the exclusion of sick children are in place as well as the generally good procedures for administering medication. In addition, key staff have a qualification in first aid training which ensures children receive the correct treatment in the event of an accident.

Children enjoy well balanced, nutritious meals and snacks and staff are fully aware of children's individual dietary needs to which they closely adhere. Staff who prepare meals hold food hygiene certificates and they endeavour to use fresh vegetables and fruit as part of their daily meals. Children may access drinks whenever they are thirsty which helps them to acknowledge their own bodily needs.

Children have a positive approach to exercise and fresh air as outdoor play is a regular feature in the children's daily routines. Babies are also wrapped up warm and carried outside for a short period to give them opportunities to experience the fresh crisp winter air. Older children are full of energy, and have opportunities to play on bikes, cars and in the play house. The fresh air also helps children to develop a healthy appetite so that they fully appreciate their hot lunch of pasta and vegetables when they return to their warm rooms. Children have plenty of opportunities to rest, with babies sleep patterns carefully observed.

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

The provision is satisfactory.

Children are cared for in a welcoming, child centred environment. Resources are placed within children's reach and these are sufficient in range and are of good quality, being developmentally appropriate for the different age groups of children. This helps children to become independent learners and play at a level appropriate to their interest and abilities. All rooms within the

nursery are spacious, bright and attractive with posters and children's work displayed mostly at children's own eye level which helps them to relate to the nursery as their own space.

Risk of accidental injury is minimised as staff give priority to children's safety. There are appropriate risk assessments in place for internal and external play areas and especially when older children use the stone stairs to access the garden. Here, children are constantly reminded to hold on to the rail and go slowly down the stairs. Staff also follow clear procedures for the safe evacuation in the event of a fire.

Children are protected as the manager has a satisfactory understanding of the child protection procedures. She keeps staff informed by circulating up to date information on what to do if they are concerned about a child which staff sign when they have read the documents. This ensures that staff should be informed and are able to follow the procedures if there are any concerns about a child's welfare.

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

The provision is satisfactory.

Children are generally content and settled. They make friends and enjoy participating in their chosen activities. Relationships between the staff and children are warm which contributes to their emotional well-being. This is further developed through the key person system which works generally well in practice and provides children with continuity of care. Children benefit greatly from the opportunity to independently access a sufficient range of activities. Children express themselves through activities, such as drawing, painting and collage as well as accessing the various natural 'Montessori' materials. Babies are happy and respond well to the staff's kind and caring approach. Babies receive plenty of cuddles and staff encourage development with positive support such as responding to babies' smiles and sounds and expressing delight when toddlers begin to construct puzzles. Staff use the Birth to three matters framework to help them to plan activities that are appropriate to the age and stage of development of children. They are gradually becoming proficient with this method which makes them more confident when planning the next steps for children's individual development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making a satisfactory progress in all areas of learning because staff provide a suitable range of activities. Key staff also have an understanding of the Foundation Stage, however, they do not make full use of the stepping stones to monitor children's achievements. Their knowledge of how children learn is sufficient to aid children in their education and, through observations, staff keep notes of children's progress under the six areas of learning. However, staff do not always successfully link their observations to the children's next steps in their learning in the Foundation Stage. Staff also keep information on children's progress using the 'Montessori' materials however this information is not sufficiently linked to the stepping stones which provide staff with a clear picture of how children's learning can be taken forward. This, in turn, impacts on the delivery of their planning and their ability to set children with sufficient challenges.

Children are developing a positive approach to learning because they are able to select resources from the well organised shelves containing 'Montessori' materials which promotes children's learning in most areas. Children become independent as they choose resources that appeal to them. For example, children sit quietly practising their small motor skills by undoing buckles and polishing shoes. Children are content to explore three dimensional natural objects and shapes; looking at wooden spheres, cuboids, cones, pyramids and sea shells, which gives them an understanding of shape which they can relate to two-dimensional pictures. Children enjoy singing nursery rhymes which reinforces their understanding of counting and rhythm and they are able to access percussion instruments in their 'free choice' time. All children also listen to taped music and some children develop their physical skills through pre-planned ballet sessions. Children's knowledge of numbers, counting and subtracting are promoted through the effective use of 'number rods' and other practical activities such as counting pegs as they are secured around a basket.

Children benefit from a wide and interesting selection of books which promotes their appreciation of stories and the written word. They learn letters phonically tracing over sand paper letters, however children are not encouraged to extend their writing skills to writing with a purpose, such as in role play and when naming their work which restricts children's developing understanding of word format.

Children's social skills are evident, especially when they have the freedom of the outside play areas. They interact happily as they build castles in the sand and use their imagination in the play house. Children give and take, sharing toys such as cars and bikes, developing their physical skills in their own way. Staff however, do not effectively include the outside play period in planning activities to challenge children's physical development and understanding of nature. In the winter months, because staff consider the grass areas are too wet, children are restricted to play on the patio which confines children's ability to run and fully appreciate the richness of outside play areas throughout the year.

Children use their creativity when playing freely outside, however, some directed activities inside, such as making fish collages and mixing cakes do not fully explore children's own thoughts and ideas. This is because staff take the initiative of drawing pictures and cutting shapes for children to use in making their collage. Cake making is also directed to children in a large group which restricts staff and child interaction. This means there are less opportunities for children to demonstrate their understanding and to reinforce their learning of the cake making process.

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

The provision is satisfactory.

There is satisfactory provision for children with learning or physical disabilities to be fully included and for staff to work in consultation with parents and other agencies to ensure each child receives appropriate support. This is also supported by the key person system which ensures that children's needs and requirements are met. Children's individuality is noted although most children are expected to settle for an afternoon sleep after lunch which may not suit all children. Staff ensure that children's awareness of diversity is promoted through discussion, resources and posters that reflect positive images of other children in their community. By

celebrating cultural festivals and having visits from professions within the community, children learn about their wider world.

Children care and are kind to each other. They make special friendships, which are encouraged by the freedom to play independently. Children demonstrate good behaviour and respond very well to requests from staff. Children follow clear ground rules and boundaries, they are very polite and enjoy the period of holding hands with each other during their 'grace' before their midday meal. All this provides children with a sense of security and helps them to take responsibility for their own behaviour. This positive environment fosters children's spiritual, moral, social and cultural development.

Parents and carers are warmly received by staff. Policies and procedures are accessible to them and information about the nursery is relayed to them via the notice board and newsletters. Staff keep parents informed about their child's day by showing them the daily notebooks on key events such as eating, sleeping and activities. This information helps parents to maintain their child's continuity of care. However, written information is not available for parents to take home as a reminder of key events. The partnership with parents of children receiving nursery education is satisfactory. The provider provides parents with regular feedback sessions and reports on how their child is progressing although the child's profile files are not always available. Parents also have opportunities to learn about the Foundation Stage and Montessori methods at parent evenings. This gives parents the opportunity to continue children's learning at home.

## **Organisation**

The organisation is satisfactory.

The environment is well organised and staff are familiar with their roles and responsibilities. The staff generally work well together and communicate on a daily basis. There are opportunities for staff to undertake further training and work closely with the early years local authority to improve their skills. The manager works closely with staff and supports them, although the deployment of staff during the day is not always maximised to the benefit of the children. This is especially reflected in sleep routines and group activities. New staff receive satisfactory induction training plus on-going supervision which supports them in their role. Legally required documentation is in place and stored securely to maintain confidentiality. Most documentation that monitors children's wellbeing is effectively maintained. The setting meets the needs of the range of the children for whom it provides.

The leadership and management of the nursery education is satisfactory. The manager ensures systems are in place for the children's learning and oversees the planning. She supports her staff through supervision and appraisal systems. Not all staff however are involved in planning and the evaluation of teaching is not effective using the curriculum for the Foundation Stage. This is because staff follow two methods of teaching; the 'Montessori' method and the Foundation Stage. Staff do not, as yet, effectively link the two to create a coherent picture of children's learning using the stepping stones.

### **Improvements since the last inspection**

Actions were made at the last inspection in relation to the organisation of the nursery which impacts on children's overall care. These were to ensure that procedures for vetting staff were in place, also to improve the knowledge of the regulations with regard to complaints. The provider was also asked to keep the staff register up to date. As a result, the provider has implemented systems to check all staff who are employed in the nursery which ensures children are protected and there is now a system for recording complaints which is available for parents to view. The staff register is maintained and staff sign in each day noting time of arrival and leaving which ensures that staff/children ratios are maintained.

### **Complaints since the last inspection**

Since April 1 2004, Ofsted received two complaints relating to National Standards 11, 2, behaviour management and staff organisation, vetting and qualifications. This prompted Ofsted to carry out an investigation visit, followed by an inspection. As a result the provider was given actions to which she responded by ensuring that staff caring for children were appropriately qualified and that staff followed a behaviour policy which was implemented. Ofsted was satisfied that, by taking these steps, the provider met the National Standards and remained qualified for registration on both occasions and at the investigations were closed.

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. Since October 2005 the provider has recorded all complaints 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 satisfactory. 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):

- improve the system of sharing written daily information with parents
- ensure that parents sign medication forms after medication has been administered
- improve the daily operational plan to accommodate the needs of older children who may not need to sleep after lunch

### **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):

- develop staff roles and their involvement in planning to ensure they are deployed effectively to enable them to broaden children's learning experiences
- ensure that children's outside play experiences are positive and worthwhile, linking these in with the daily planning for children's learning

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)