

Green Gables

Inspection report for early years provision

Unique Reference Number	EY338966
Inspection date	09 May 2007
Inspector	Vivienne Rose
Setting Address	St. Georges in the East Church, Cannon Street Road, London, E1 0BH
Telephone number	0207 4882374
E-mail	greengableschool@talk21.com
Registered person	Green Gables School Limited
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 good.

WHAT SORT OF SETTING IS IT?

Green Gables Montessori School is a privately owned full day care provision. It opened on its present site in 2006. It is situated in Wapping within the London borough of Tower Hamlets, it is purpose built and operates from five rooms in a converted church. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 65 children aged from three months to under six on roll. Of these, 25 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel to work in and around the area. The nursery currently supports a number of children with English as an additional language.

The setting employs 21 members of staff. Of these 21 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well resourced, attractive child-oriented environment. Staff work together to ensure that children are stimulated, involved and supported in their developmental progress. Children are treated as individuals and staff know them well. Staff record children's daily routines, for example, nappy changing and sleep routines. Children are comforted when they become tired which gives them security. The children in the baby room are encouraged to move around and to use the space which encourages their physical development and well-being. There is access to a variety of toys and resources including a tunnel and small climbing frame to encourage curiosity. High levels of hygiene are practiced. For example, using gloves for nappy changing and sterilising changing mats prevents cross infection. Accidents are recorded by staff and written permission for medication and emergency treatment are obtained from parents. There are sufficient first aid trained staff to ensure that someone is qualified and is on duty to deal with any accidents children may have. Children's medical needs are recorded and staff have attended training to ensure that the health of children with specific allergies is safeguarded. However, staff do not always remember to sign the book when administering medicine to children.

The nursery promotes a healthy eating programme and there is vegetarian option on most days of the week. Children are able to help themselves to drinking water throughout the day when they serve themselves using small jugs this develops their independence skills well. All staff demonstrate a good understanding of the dietary needs of children to ensure their individual needs are met. Children enjoy a variety of fresh fruits for snack time and they help themselves to the fresh cucumber and red pepper and say that pasta is their 'favourite'. Older children and toddlers enjoy the outdoor play in the adjoining enclosed secure outdoor area during the day to support their physical development and growth.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The setting provides a secure safe environment for children where risks are minimised. The well designed setting has good safety precautions in place to safeguard children. These include a security entrance system, visitor's book and a video link in the rooms. Staff carry out regular fire practice to ensure that children develop an understanding of the procedure to be followed. Practitioners keep the children safe in the nursery because they understand and comply with health and safety requirements. Daily risks assessments are carried out indoors and outdoors to ensure the areas are free from hazards. Staff explain to children about safety issues for example, 'not to run or they will fall' and to handle objects such as the spades and forks in the sand with care so as not to harm others. This supports children's understanding well. There is a clear procedure to ensure children's safety on outings. The rooms are very well organised to ensure that children have access to a variety of equipment which is age and stage appropriate and promotes the Montessori philosophy within the setting. Child height storage in all rooms ensures that children are able have free work choices this helps develop skills in personal independence. Older children take part in 'tidy up' time when they enthusiastically help staff and learn to take care of resources. This involves them rolling up small mats and putting away items they have played with in the correct boxes, and on the appropriate shelves to support their practical life skills.

Children are well protected from harm and staff understand the signs and symptoms of abuse and the procedures to follow should they have concerns about a child in their care. The child protection coordinator ensures that procedures are up to date and that staff attend courses to help them to understand their responsibilities in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies' and young children are given lots of individual attention by staff and they have strong bonds with their carers. Staff demonstrate a broad understanding of the needs of the children they care for. Children enjoy a wide range of experiences and staff use the information gathered from parents to identify their feeding and sleep routines and their likes and dislikes. Babies' enjoy playing with natural materials and textures such as wooden bricks and shapes. Children make connections in their learning when they use the heuristic play materials such as boxes and chains. They enjoy singing songs and looking at books with the adults who show a real interest in them. Children develop their curiosity and awareness when enjoy looking at the fish in the low- level fish tank. Staff encourage children to learn new skills and give praise for their achievements ' when a child puts the shape in the board and they are told 'well done' good girl'. Staff sing to them and help them to develop their language and non verbal communication skills. Staff have recently adopted the Birth to three matters framework alongside the Montessori methods to help them plan appropriate activities for the children. The recent introduction of a new method of observation and planning means that staff are working towards developing a consistent approach to developmental record keeping.

Nursery Education.

The quality of teaching and learning is good. Children benefit from staff that have a clear understanding of how children learn through play. The Montessori methods of teaching are used well alongside the Foundation Stage to meet the overall needs of the children. Staff plan suitable activities and use the stepping stones to build on and evaluate children's skills and interests to offer good levels of challenge. However, the methodology for observation is being revised to ensure that activities clearly meet the needs of the funded children.

Positive interaction with adults and other children ensures that the learning environment promotes children's self- esteem and well-being. Staff have high expectations of children's behaviour which supports children to feel confident and friendly and to behave well. Staff give gentle reminders when children do become involved in disputes they speak clearly and quietly to them and help them to resolve the issues. This helps children to care for each other to share and take turns.

Children have access to a variety of activities and resources to develop their sense of independence and self-help skills for example, they take off their shoes independently and put on their slippers when coming in from the garden, Children understand that they must follow daily routines of hygiene such as washing their hands after coming in from the garden.

Children have good communication skills and are eager to share significant events in their lives for example, that 'my mummy took me swimming yesterday'. Children show an interest in words and letters. Many children recognise the first letters of their name and can write their names using the correct sounds of the letters and recognise the names on their place mats at lunchtime. Children enjoy looking at books and listening to stories. They listen intently at circle time when they discuss the new Raven soft toy for the 'Raven Group' that can be taken home by the

children for visit. They discuss the fact that this has wings and whether all birds can fly and several children volunteer suggestions about this with confidence. Children are beginning to count and to recognise different shapes and they can automatically show you four fingers to indicate that they are four or three. They count confidently how many ducklings in the nest or kittens in the basket. Children count the children at circle time to develop their skills in simple adding and subtraction. They develop a sense of sound and rhythm when they sing rhymes and songs and count five little monkeys. Children talk about days of the week and the weather to encourage their understanding and sense of time and place. The children have regular opportunities to use simple technology when they play games on the computer. Children develop an initial sense of their place in the world and gain knowledge of the environment in their discussions about mammals and birds that lay eggs and the lifecycles of animals. They grow seeds and watch their development and use maps to discuss where different animals live in the world. This encourages their understanding of the world around them. Children use their imagination well in play and enjoy playing in small groups making up games for example, one child made me a salad with leaves for lettuce and told me that's Italian dressing'. They develop good levels of hand and eye coordination when cutting, gluing and sticking. Children develop their skills of precision and concentration as they pour liquid from small jugs using funnels. They use the outdoor area well to develop their physical strength and body awareness as they run, push and pull objects, they jump and climb using stepping stones and manipulate their bodies through tyres. Children enjoy group games such as 'What's the time Mr Wolf' to encourage their sense of space and body control.

Helping children make a positive contribution

The provision is good.

Children come from a variety of backgrounds and children with additional needs are warmly welcomed in the nursery. Displays throughout the centre promote positive images of children and the community and the children that attend. This helps children to develop a positive attitude to others. Children with special needs benefit from the systems in place to support their well-being and development. Resources are chosen and planned carefully to support children's understanding of people and places and the world around them for example, when they look at continents and maps of places in the world and the people and animals that live in them. Activities involving parents such as discussing Korean national dress and cultural events help children to develop a good awareness the traditions of themselves others. Children are very well behaved and polite and respond to gentle reminders and requests for them to play well together and to care for others. For example, staff request children to listen when someone is speaking and to show respect. Circle time enables children to support each other and to discuss their feelings. Children celebrate festivals and cultural events and collect goods for others for example, at Harvest Festival time. Children's individual needs at the centre are supported well and all children are helped to reach their full potential.

Partnership with parents and carers is good. Children benefit from the nurseries positive partnership with parents. Parents are invited to several planned meetings throughout the year to discuss children's progress with staff. There is a fully comprehensive prospectus outlining the nurseries philosophy and curriculum. Entry profiles and well documented background information enables staff to provide consistent care for the children. The nursery makes available a complaints procedure for parents which helps parents to feel confident about discussing any issues that may arise. However, this is in the process of being revised to contain more comprehensive information. Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children benefit from the quality of the organisation of activities and resources which promote personal development and choice. Management and staff clearly work together as a team. Children learn because staff have a clear understanding of each child's needs and they know them well. Staff are appropriately qualified and are encouraged to attend regular training courses to update their knowledge and experience on a regular basis. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children are supported by staff who are well deployed, and who interact with them and give them effective support and encouragement to learn. Staff have a clear understanding of the Foundation Stage and the Birth to three matters framework.

The Leadership and Management are good. The management has identified gaps in the methods of recording children's development in the Foundation Stage and has taken action by enlisting the support of the early year's teacher to help them to develop these systems. Staff do observe and plan for children's progress however; the systems adopted are not yet fully implemented and as a result lack some consistency. Induction training and appropriate policies and procedures work well in practice to keep children healthy and to safeguard their welfare. The management carry out regular staff appraisal and supervision to assess and evaluate the quality of teaching.

All regulatory documentation is maintained in full and it is accessible and well organised. However, some policies and procedures are in need of revising to ensure they are clear for parents for example, the complaints procedure. Staff sometimes overlook the need to sign an acknowledgment when administering medication to fully protect children. 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

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):

- ensure that the written complaints procedure is comprehensive and reflects the requirements of the national standards

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):

- continue to develop methods of observation and planning linked with the stepping stones to enable staff to develop the appropriate next steps for children.

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