

One World Montessori Nursery

Inspection report for early years provision

Unique Reference Number	EY288109
Inspection date	17 May 2007
Inspector	Martha Naa Ahimah Darkwah
Setting Address	The Chinese Church Of London, 69 - 71 Brook Green, Hammersmith, London, W6 7BE
Telephone number	020 7603 6065
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Registered person	One World Montessori Nursery
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 outstanding. 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?

One World Montessori Nursery and Pre-preparatory School is privately owned. It opened in 2004 and operates within one main hall in Brook Green in the London borough of Hammersmith and Fulham. This inspection report focuses on the nursery.

A maximum of 46 children may attend the school at any one time. The school is open each weekday from 08:00 to 16:00 Monday to Friday during term time. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged two to under five years on roll. Of these 25 children receive funding for nursery education. Children come from the local and wider community. The school currently supports children with learning difficulties or disabilities, and also supports children who speak English as an additional language.

The school employs 11 staff. Of these nine of the staff including the provider and manager holds appropriate early years qualifications. Two staff members are working towards a qualification. The school incorporates the Montessori Method of education. The setting receives support from the Early Years Development Partnership in Hammersmith and Fulham.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is meticulously promoted as the premises are maintained to an excellent standard of cleanliness. They gain an effective understanding of hygiene and a real desire to become increasingly independent in their personal care and self help skills. Children spend time washing their hands thoroughly after the using the toilet or before snack or lunch. Staff members are available to support the younger children helping them to gain practical skills to turn off the taps without wasting the water. Children's health is effectively protected because staff members are well informed about their medical conditions. Nine staff members have relevant first aid qualifications and follow effective procedures to safeguard children. Exceptionally good procedures are in place for recording accidents and administering of medication for maintaining children's good health. This is in line with regulation and promoting the wellbeing of all children.

The nursery provides children's meals and their snacks. Food is prepared by outside caterers. Children enjoy healthy snacks for example rice cakes, fresh fruits and raisins. They have water or milk. Children independently help themselves to snack, pour their drinks and staff members encourage conversations on the benefits of healthy eating.

Children are developing well physically as they have the opportunity to run around and generally benefit from outdoor play within a secure environment. They develop self confidence in their physical skills as they move with control and co-ordination. Children enjoy running and balancing and they are beginning to recognise the changes that happen to their bodies when active. Indoors, they use a range of equipment and practical life exercises to develop competent small motor control. Children pour small quantities of water accurately, clear up any spills and use appropriate tools with play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an exceptionally welcoming and child-friendly environment. They benefit from the meaningful organisation of resources linked to the Montessori teaching approach. Resources are safe, well made and of excellent quality predominantly in natural wooden materials. The range of play resources and equipment is extensive, maintained in excellent condition, regularly supplemented and well located so that children can safely help themselves.

Children have good opportunities to exercise their independence by being able to self-select the resources available for them from the open-fronted shelves. Educational resources are stored and displayed attractively for children.

There are robust procedures in place to minimise the possibility of a child getting lost, both whilst on the premises and when they are on outings. There is an effective risk assessment procedure which all staff members are familiar with and rigorously adhere to, for example the outside areas are checked daily to make sure that they do not present a danger to children. Emergency evacuation is regularly practised so that the children know what to do and equipment such as electrical appliances and fire extinguishers are all appropriately checked annually.

Children are very safe and secure on the premises because the policies and procedures in place are followed by staff to promote children's safety and welfare. The safety of children is very important to staff, and any potential dangers are identified and quickly reduced. High priority is 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. Staff members work directly with the children in the different areas of the hall and in the outdoor play area. Therefore, they are well supervised at all times with good ratios. Children are learning to keep themselves safe. They learn to carry their chairs safely and staff members ensure children understand how to use scissors with care. Staff members ensure that the school is well secured and that anyone wishing to gain entry is suitably identified before gaining access. Visitors are asked to sign in and record their arrival and departure times to further promote the children's welfare. Comprehensive risk assessments are regularly carried out. This helps staff to ensure that the facilities remain suitable for use by the children.

The children's welfare is extremely well safeguarded because the written child protection procedure is comprehensively understood, and implemented by staff. They know the indicators of abuse and the procedure to be followed for reporting concerns in line with the local Safe guarding children's board. Staff members have attended further training on child protection. There are procedures in place to ensure that staff members that are going through checks are never left alone with children. Comprehensive procedures clearly identify what will be done in the event of an allegation being made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children immensely enjoy their time at school. Children are thriving and making significant progress in all areas. They arrive happy and confident and quickly settle into the daily routine.

Staff members have an excellent understanding of how children learn and use the Montessori approach and the 'Birth to three matters' framework to plan a varied range of activities to enhance children's development. They use this framework exceptionally well to guide the activities planned. Staff members monitor, assess, and record the children's progress and development. This is recorded in photographs, children's work and written observations. Records of children's achievements are presented well and shared with parents. Younger children play enthusiastically with a good range of stimulating toys and resources that are easily accessible to them to promote independent learning. They are extremely well supported by kind and caring staff members that are able to respond to their individual care, learning and welfare needs. Children laugh and have fun as they relate well to the staff. Consequently, they are absolutely full of self esteem. They are confident to express their needs and preferences to their peers and staff. Children are making significant progress in all areas of development.

Every child is set clear learning targets for each term and their records give a clear picture of what they have achieved and what they need to be helped within the next stage of their learning process. The settling-in procedure for new children is particularly well implemented and ensures that the process of separation from parents, often for the first time, is a smooth and happy experience for them. The children are allocated to a key member of staff who spends considerable time getting to know them well so that a clear picture emerges of how their individual needs can be best met.

The play room is clearly defined by learning areas with a broad range of resources. A suitable range of age and developmentally appropriate equipment and toys in very good condition is

available. For example, a wide range of Montessori educational materials, practical life activities, construction, puzzles, musical instruments and natural objects are stored in an attractive manner. Children use their imaginations to build models, tracks and tunnels, they connect puzzle pieces by observing pictures, and they use their senses to explore the natural world.

Children are motivated and engrossed in a broad range of purposeful and developmentally appropriate indoor and outdoor activities. They are enthusiastic as they make choices about their activities. Children enjoy exploring different mediums such as play dough, paint, shredded paper, glue and they use a wide range of appropriately sized tools. For example, they use garlic press and stencils to transform play dough in to different objects of different textures, thread and sort different objects.

Nursery Education

The quality of teaching and learning is good. Staff members have a secure knowledge of the Montessori approach and the links with the Foundation Stage. They understand how children learn and of the next possible steps in their learning and development. Children's written records of assessment clearly identify the progress children are making through the Montessori approach and early learning goals. Assessment is thorough and the information gained is used effectively to guide the next planning steps in the children's learning to ensure activities are challenging. Staff skilfully observe children's efforts and respond appropriately to them. For example, they sit with children on a one to one basis ensuring they can complete the tasks satisfactorily. Children have appropriate chances to reflect on their play and staff members support this learning in a positive manner, intervening only when necessary. Staff members have high expectations, explain clearly and encourage children to think. They are purposely involved with activities holding their attention. For example, children have a great time playing different roles in the veterinary surgery as they serve customers and care for animals. Other children have a great time looking at mini beasts through magnifying glass, having fun playing with water and wet and dry sand with a variety of plastic mini beasts and equipment. Staff members encourage other children to extend their learning as they talk about the things that they are doing. Skilful use of open ended questioning allows children to think and compare as they observe what is happening.

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 intellectually curious to explore newly set out activities, and to show their handiwork to others with pride. However, at times the noise level in the spacious hall which is occupied by the lower and upper kindergarten is significant to influence the concentration of more able children.

They enjoy the social experience of eating together and sharing personal experiences with each other while they enjoy snack and lunch. Children are developing an extensive understanding of numbers, reading and writing through activities and equipment which are designed to build on what they know and challenge them to explore further. They have excellent opportunities for developing writing skills, and are beginning to understand that writing has meaning and write for a purpose. For example, several children write their own name. Children recognise their names and display them on their art work, on name labels and on their individual store cubby holes.

Children happily talk about their experiences and what they are doing. They count regularly in a variety of practical activities and routines. For example, children count up to 22 as they sort out pictures of insects and animals that live under water. They learn to write read and put

numbers in order to 20 and beyond using mathematical language of more than or less than appropriately.

Knowledge and understanding of the world is well promoted. Children have the opportunity to use information and communication technology by operating simple programmable resources. They also learn about nature through project work on the life cycle of a frog, and particularly enjoy planting and watering plants. Their knowledge and understanding of the wider world is developed through activities covering the main festivals from other countries. They also learn about different parts of the world through using maps of different continents and discussion. Children manipulate pencils, scissors and glue spreaders with skill, as well as developing large motor movement through balancing games outdoors. Children show excitement when singing familiar songs, and join-in enthusiastically with action rhymes. They listen attentively to group stories and eagerly share their ideas about what they think might happen next. As a result, the children are becoming extremely competent learners.

They have a lovely time as they actively take part in ballet sessions. They are learning about the different moves. They listen carefully to the music and demonstration and follow with great interest and feeling as they move their bodies in time to the music being played. Children benefit from good opportunities for creative play. They explore colour and texture and they particularly enjoy and benefit from the free access to the creative resources. They use play dough, crunched and shredded paper, scissors and glue and other materials to express themselves and make complex design through their art and design. Children's work is respected as staff encourage children address their own envelopes to store their cuttings in them. Children write for a purpose and know that words have a meaning. Good language provision in the learning environment. Some are able to write their names without assistance.

Children go on weekly outings, for instance swimming. Children participate in weekly extra curricular activities led by specialist teachers and have the opportunity to learn sporting skills, such as tennis. Some of the activities led by specialist teachers include Information Technology, modern jazz dance, ballet and French.

Overall, the range of services for children aged under 5 years, provides delightful play, learning and social experiences for all children.

Helping children make a positive contribution

The provision is outstanding.

Children understand their own individual needs and begin to respect the needs of others. They show exceeding respect for each other whilst working in small groups or as a whole group. Behaviour is of a consistently high standard because children are kept busily engaged in meaningful activities and they are intellectually curious. Children are happy, confident, self assured and can work and play well on their own or with others. They can freely discuss their emotions with an adult and each other. Staff members are highly accomplished and sensitive in their management of children and their behaviour. Children's spiritual, moral, social and cultural development is fostered.

Children are treated as individuals in their own right by being allowed time to progress at their own pace, for example, finishing their meal without being hurried. They are also valued and respected by staff, and given sufficient praise and encouragement to enhance self-esteem and confidence. Children with English as an additional language are supported very well within the school. For example, the systems in place include establishing very close links with the early

intervention team and other outside agencies and using the multi-lingual skills within the staff team. Children settle exceptionally well because staff members ensure that they find out some basic key words and phrases in the child's first language and continue to use these alongside English.

Children are learning extensively about the world in which they live as they have access to resources that promote positive images of different cultures, religions backgrounds and meet varying needs. They learn about festivals and traditions celebrated in the local and wider community. Children with learning difficulties or disabilities are welcome and very well supported in the school. Staff members have a positive and proactive attitude towards this area of childcare. The proprietor is fully aware of her responsibilities as a service provider to act in the best interest of a child, by striving for excellence at all times. She has very high expectations of her staff and promotes this by encouraging staff to take abject pride in their work with children in the nursery, working consistently to a high standard.

Parents and external agencies work closely together to meet each child's requirements. There is a secure system to quickly identify children's individual needs and ensuring they receive appropriate support within the setting. Children settle very well because staff members work well with parents to obtain sufficient details about the child. For example, their preference, allergies, dietary needs, likes dislikes and languages spoken at home through the 'getting to Know You Forms'. Additionally, each week, the home school message books gives an outline of the weeks activities and what will be covered in the week ahead inviting parents to comment. This gives parents good opportunities to talk to their children about what they are learning and contribute to the rich learning experience. For example, children were absolutely overjoyed and inquisitive as they looked and talked about the characteristics of a fruit beetle in box. This was brought in by a parent to further progress with the topic being developed which is 'Mini Beasts'.

Children benefit greatly from the friendly interaction between staff and parents. A comprehensive brochure with detailed information about the school and the service it provides is available for parents. This includes the policies and procedures, the structure of the school, term dates, information about the curriculum and the Foundation Stage and how children learn. Verbal and written information is exchanged daily with parents. Regular newsletters are produced, and an information board has displays to keep parents very well informed of any events and the running of the school.

The partnership with parents and carers in relation to nursery education is good. They are provided with relevant information which explains the care and education that is provided for their children. In addition, parents are informed about the activities the school is developing to enable them to reinforce the same learning intentions at home or whilst they are out and about with their children. Parents are encouraged to be actively involved with their child's learning. The key worker system ensures parents have a full discussion about their child's progress during the parents' evenings. Parents spoken to during the inspection commented on their positive experiences and the very warm relationships with staff. They particularly treasure the well motivated and the approachable staff and the care and professionalism in which they exchange relevant information for the benefit of their children in the school. They are very happy with the care, education and the progress their children are making.

Organisation

The organisation is outstanding.

The proprietor and manager are prolifically committed to the promotion of high quality childcare. This is done systematically through robust recruitment systems of employing suitably qualified staff with sufficient skills and experience. Leadership and management is good. Staff members are actively encouraged to attend relevant courses to increase their knowledge and enhance their skills. Additionally, by striving for excellence at all times, the proprietor and manager has high expectations of the staff and thereby encouraging them to have high expectations of themselves.

Children's care is enhanced by the effective organisation throughout the school. Staff members are well deployed in the school allowing children to receive appropriate adult attention. They ensure that all children are happily engaged in purposeful activities. Staff and room meetings are held regularly to ensure staff members have a clear understanding of their roles and responsibilities and focus on the individual needs of the children. Line management meetings also meet regularly to discuss strengths and areas they wish to improve, which helps greatly to benefit the children.

All of the required documentation is in place and implemented well to support children's health, safety and wellbeing. Robust recruitment and vetting procedures are in place, thus ensuring that children are protected and cared for by staff members who have knowledge and understanding of child development. Children benefit greatly from the positive approach of the staff as they have a long term commitment to the school. Children's individual records are maintained effectively and shared with parents, which ensures the appropriate care is provided. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to ensure that the procedures for notifying Ofsted of staff changes are within the required time frames and providing evidence of staff with clear criminal record checks. A comprehensive system of completing and recording of criminal records checks are now in place to protect children and notifying Ofsted of key staff changes within the time frame.

Complaints since the last inspection

Since April 2004, 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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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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- improve organisational arrangements to reduce noise levels in the spacious hall during certain times in the day

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