

Goldstar Montessori Nursery

Inspection report for early years provision

Unique Reference Number	135292
Inspection date	13 August 2007
Inspector	Carol Brown
Setting Address	466 Baker Street, Enfield, Middlesex, EN1 3QS
Telephone number	020 8364 6876
E-mail	
Registered person	Danielle Somers
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?

Goldstar Montessori Nursery opened in 1996. It operates from a converted end of terrace house on two floors. The nursery is located in a mainly residential area in the Enfield area of the London borough of Enfield. There is a secure outside play area. The nursery is privately owned.

The nursery is registered to care for a maximum of 36 children aged 0-5 years at any one time, of these not more than 12 may be under two years at any one time. There are currently 64 children from three months to five years on roll, this includes 22 funded three and four-year olds. Children attend for a variety of sessions. The setting supports the inclusion of children with learning difficulties and/or disabilities. The nursery supports a number of children who do not have English as their first language.

The nursery opens five days a week for 50 weeks of the year. Sessions are from 08.00 am until 18.00 pm

There are 13 staff including the provider working with the children, 11 of whom have early years qualification to NVQ level 2 or 3. The manager and provider are currently studying for an early years degree and another member of staff is currently working towards a recognised

early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership. The nursery practices a Montessori teaching method within their curriculum programme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment, where they are learning the importance of good hygiene practises, for example, washing their hands before meals and after using the toilet. Effective daily routines and the staff's good practise help to prevent the spread of germs, therefore, minimise the risk to children's health. For example, nappy changing routines ensure that children and the staff are protected from infection, as the staff wear disposable gloves and aprons and clean surfaces after each use.

Children are provided with a range of activities, which promote their health. This includes regular outdoor activities to enhance their physical skills and ensure that they have fresh air. They have ample opportunities to develop skills in balance, climbing and negotiate space with increasing confidence. Children are learning about being healthy, through well planned activities, which include 'My body'. Older children talk about the digestive system and where food goes after it is eaten, using complex terminology such as oesophagus and large intestines.

Children's wellbeing is protected as the staff are first aid trained, therefore, they can provide appropriate care and attention as required. Parents are required to sign accident and medication records. Children who are infectious are excluded from the nursery and the staff have a clear understanding of the procedures to be followed if a child becomes unwell.

Children are provided with nutritious meals and snacks, which contribute to their health and wellbeing. Lunch time is a relatively sociable experience, as children are able to help themselves to a drink. However, learning opportunities are missed and choice is not promoted as children's meals are dished up in the kitchen, therefore, they are unable to help themselves. Babies and younger children are developing self help and independence as they are able to finger feed and are encouraged to use spoons. Planned activities promote children's understanding of healthy eating. For example, they talk about their sense of smell and taste and what foods are good for you. Fresh drinking water is available at all times and children confidently help themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming environment, where their safety and security is promoted. This is achieved through thorough risk assessments and the supervision of the staff. Children move around safely and independently, for example, toddlers climb stairs supported by staff with increasing confidence. Children are beginning to understand how to keep themselves and others safe as they are given careful explanations by the staff. For example, children were asked by a member of staff why it's not safe to wave cutlery around at lunchtime, many children responded 'because someone might get hurt'.

Toys and resources are of good quality and meet safety standards, which further promotes children's wellbeing. Security within the nursery is good. There is a buzzer entry system in place,

coupled with close circuit television monitoring to prevent unauthorised access to the premises and allow staff to summon additional support if required. Visitors are required to sign the visitors books and state the nature of their business. There are effective procedures in place for the safe arrival and collection of children, as they are only released into the care of a known adult and registers reflect their arrival and departure times. The premises are protected with fire safety equipment and there are regular emergency evacuation drills to ensure that children and staff know what action to take in the event of an emergency.

Children's welfare is protected as the staff have a good knowledge of the physical and emotional indicators of abuse and the correct action to take to record and report any concerns. This is further supported by a comprehensive child protection policy, which is shared with parents and sets out the nursery's responsibilities to safeguard children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the nursery. They are becoming competent learners as they are provided with a stimulating range of activities and play materials. Their learning is supported through well planned activities, using a balance of traditional and Montessori methods of teaching. The children relate well to one another and have developed positive relationships with the staff.

The staff are using the Birth to three matters framework effectively to support younger children's development and learning. Babies and younger children enjoy warm and trusting relationships with the staff. They are given lots of praise and affection. Children's language is supported, for example, the staff narrate their actions during songs and use gesture and props to sustain their interest at story time. Children are given new challenges, as well as familiar ones to consolidate their learning. For example, experiencing new tastes and smells and reading stories that they can predict the sequence of events in.

Nursery Education

The quality of teaching and learning is good. This is as a direct result of the staff's knowledge of the ways in, which children learn and their understanding of the Foundation Stage. There are effective planning systems in place to support children's individual learning needs, taking into account their stage of development. Children's learning is monitored through regular observations, which are evaluated in order to plan the next steps.

Children are eager to come into the nursery and are keen to learn. They talk confidently about their home life, for example, one child talked enthusiastically about a recent holiday. Children are forming firm friendships and actively seek one another during the day. They are learning right from wrong as the staff gently remind them the correct ways to behave. Children are able to take themselves to the toilet and redress themselves.

Children's communication skills are proficient and they are able to engage in lengthy conversations with each other and the staff. Older children are beginning to link letters to sounds, for example, 'a is for apple and aeroplane'. The skilful use of open ended questions by the staff encourage children's thinking and problem solving. For example, a member of staff asked 'what colour do you think mixing red and green will make?' the child responded 'brown'. Children are beginning to use pencils to write and some older children are able to write their

own name, however, this is not always supported by the staff as they write children's names at the top of their picture for them.

Many of the children are able to count to 10 and beyond. Staff support children's understanding of simple calculation through number songs and there are various resources, which encourage children's understanding, for example, sorting blocks into differing lengths.

Children are learning about the world around them. This supported through the celebration of cultural festivals and ensuring children have access to a range of resources, which reflect diversity and similarity within society. Children have regular access to a range of information and communication technology, this is used to develop a variety of skills, including hand and eye co-ordination and simple number games.

Children move around confidently negotiating space with increasing co-ordination and control. For example, marching in a variety of ways during a movement and music session. They are able to access a variety of tools and equipment, which develop their fine and gross motor skills. Children are beginning to express their ideas, for example, one child playing with foam bricks said 'I think that will fall down if I build it too high'.

Helping children make a positive contribution

The provision is good.

Children are developing positive relationships with the staff and each other. They are gaining an insight into the wider world through planned activities, for example, the celebration of various cultural festivals. Children and staff come from various backgrounds, which helps them to recognise difference and similarity within society. Children are provided with a good range of resources, which helps them to develop their knowledge and understanding of the wider community.

The setting supports the inclusion of children with learning difficulties and/or disabilities and those who have English as an additional language. Close liaison with parents and relevant outside agencies, ensures that children's needs are met.

Children's behaviour is good, this is as a result of the staff having developed positive strategies to manage behaviour, which takes into account children's age, level of understanding and maturity. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Relationships with parents are friendly and supportive and they are welcomed into the setting. There is a key worker system in operation to provide parents with a named contact. Children's wellbeing is supported, as the staff spend time advising their parents of their child's progress. Parents provide the staff with relevant information regarding their children to enable appropriate care, for example, children's likes and dislikes. Parents are given daily verbal feedback as to their child's progress and there are review meetings held every six months to keep parents informed of their child's learning and development. Written observations and learning intentions and links to the stepping stones of the foundation stage are shared with parents to ensure that they are aware of their child's stage of development. There is an effective complaints procedure in place, which gives parents details of the process of how the setting deals with complaints and information of how parents can contact Ofsted.

Organisation

The organisation is good.

Goldstar Montessori Nursery meets the needs of the children for whom it provides. Daily routines help children to feel secure. Parents are provided with information relating to the services provided and are given daily verbal reports on their child's progress. Policies and procedures are used effectively, this promotes children's welfare and contributes to the smooth running of the provision. Children's care and development is supported through the staff's commitment to on-going training, this includes the new Early Years Foundation Stage. There are effective systems in place to keep children safe and enable them to make progress. For example, robust recruitment procedures to ensure that the staff are suitably trained and have relevant experience.

Leadership and Management is good. The Manager leads by good example and utilises the strengths of individual staff members well. She adopts a hands on approach as a means of assessing the effectiveness of the planning systems and how well these are implemented by the staff to support children's learning. Regular team meetings and individual supervision supports staff development as areas of weakness are identified and further training and support are made available.

Improvements since the last inspection

At the previous inspection several actions were raised in relation to the supervision of children, hygiene issues and increasing the range of anti-discriminatory toys and equipment. These have now been addressed, therefore, children's safety is promoted and their access to positive images is improved. Actions were also raised in relation to policies and procedures to ensure the safe administration of medication, managing access to the nursery, lost or uncollected children, recruitment procedures and the operational plan, these have now been implemented and further support children's welfare and the smooth running of the setting

Complaints since the last inspection

Since the 1 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.

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 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):

- review mealtime routines to encourage children's self help, independence and choice

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 opportunities for children to practise their handwriting 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