

Wimbledon Park Montessori

Inspection report for early years provision

Unique Reference Number	508662
Inspection date	26 November 2007
Inspector	Patricia Ann Edward
Setting Address	206 Heythorp Street, London, SW18 5BU
Telephone number	020 8944 8584 or 07759 852 454
E-mail	clare@wpmontessori.co.uk
Registered person	Clare Collins
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Wimbledon Park Montessori is ran by private provider. It opened in 1992 and operates from two rooms in a purpose-built building. It is situated on a residential road in Southfields, in the London borough of Wandsworth. A maximum of 32 children may attend the nursery at any one time. The group opens five days per week during school term time and operates out of school care.

Sessions are from 09:00 till 12:15 and 13:00 till 16:00. All children share access to a secure enclosed outdoor play area.

There are currently 64 children aged from two to under five years on roll. Of these, 27 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs six members of staff. Of these, all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are beginning to learn the importance of personal hygiene through effective routines that all staff members promote. They know why they have to wash their hands, confidently stating they must wash their hands to remove dirt or they will get germs in their tummies. Children also know to put their used tissue in the bin as it is dirty. Staff are proactive in minimise the risk of cross infection as they ensure good hygiene practices. These include cleaning the tables before and after meals and snacks, wearing gloves when changing nappies.

Children's safety in the event of an accident is well ensured because all staff members hold appropriate first aid qualification. They have also obtained consent from parents to seek emergency medical treatment. Documents relating to accidents are maintained and completed well. However children's safety in the event of medication administration is not so effective. Individual consent from medication administration is not obtained for each course of medication.

Children's health and understanding of a healthy lifestyle is excellently endorsed by staff. The Stop the rot campaign reinforces children's understanding of the importance of making healthy food choices. Also Smiley the crocodile promotes the benefits of children brushing their teeth to remove plaque. Children have also learnt a song that emphasis's this further. Snack time routines allow children on a rota basis to cut up a variety of fresh fruit for the whole group. Parents are responsible for contributing to the fruit bowl and providing packed lunches for their children if they are attending both morning and afternoon sessions. Children manage their own thirst levels competently by accessing water machine and cups that are based in both of the group rooms.

Children's physical development is well developed because staff are skilled at planning a broad range of stimulating and challenging physical activities based on the children's interests and their stage of development. Their fine motor skills are developing well as they use a large range of Montessori practical life activities. They show good co-ordination and space awareness when completing weekly music and movement sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, spacious and well organised environment which creates a child friendly atmosphere. They are happy because they can see at a glance what is available and can comfortably access them. Resources are presented well at their level in open front cupboards with shelves, the children carry delicate items such as glass jugs on trays from the cupboard to the table. They have access to an extensive range of activities and opportunities on a daily basis. Toys and play equipment are suitable for their stage of development. Furniture and large equipment are in good condition and conform to safety standards.

Children's health and safety is effectively protected because risk assessments are undertaken on a daily basis of areas used by them. Detailed written risk assessment are undertaken on an annual basis which ensures hazards are identified and minimised. Effective deployment of staff contributes to good levels of supervision for children and ratios are maintained to an appropriate standard and promotes children's safety. All areas of the nursery premises are fully secure, which prevents unauthorised visitors from gaining entry. Effective staff deployment ensures

that children are fully supervised, both inside and outdoors. Emergency evacuation procedure are in place and are displayed throughout the premises and are practiced with the children at regular intervals throughout the year. This ensures that children are aware of the procedure and of what to do in a real life situation.

Children's welfare is well protected because practitioners have a very good awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. The named person for safeguarding children has attended training and is aware of their role and responsibility to safeguard children. There is a child protection policy in place, which includes procedure to follow if an allegation is made against a member of staff. The setting also has sound knowledge of local authority and government procedure's as detailed in "What to do if you're worried a child is being abused"

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They arrive confident, happy and quickly settle, making their own choices about their play. Staff create a caring and nurturing environment which helps new, younger children who are upset to settle and become familiar with their surroundings and the daily routine; for example, children who are settling are eased into daily routines and their carers are permitted to stay to enable children to feel more at ease. Children are situated in two group rooms and their ages are mixed. Younger children are interested in activities and involved in their learning. They are progressing because staff use their understanding of the birth to three framework to provide quality care and good learning experiences. They have recently began planning a good range of stimulating and appropriate activities under the headings, which are adapted to ensure all children can participate. Staff know children well and talk to them about their family and what they have been doing at the weekend. They are continually active and occupied, whether in free play or in focus activities.

Nursery Education

The quality of teaching and learning is good. Staff use long, medium and short-term planning to enable children to experience a broad range of activities which cover the six areas of learning. They use the Montessori approach to teaching, which is incorporated with the early learning goals. The staff have a very good knowledge of the Foundation Stage curriculum and plan a good range of activities for the children. This ensures they remain excited and motivated to learn. The person-in-charge is an effective role model, who has ensured that less experienced staff are developing a good understanding of the activities children need, to help them make progress. Staff complete regular observations on their key children, using keep track computer software. However, next steps for individual children's learning is not identified and is not used effectively to inform planning. Staff are friendly and helpful and have built up very good relationships with all the children and their key children.

The children have access to a wide range of stimulating and meaningful activities that are related to their needs and development. They access good resources, which are well presented, to support their learning. The children are confident in their play and are eager to try new experiences. The children's independence is fully encouraged during activity times with the children being able to access equipment independently. They work well together, linking up with their friends to work in small groups on the computer. They access books independently throughout the day and are very keen to listen to favourite stories on their own using audio CD's or in small and large groups. Staff use Phonics to help children link sounds to letters.

Some children can hear initial sounds in words and can link sounds to letters independently. Children help themselves to creative materials independently, which enables them to select resources to make their own pictures, constructions and collages, which reflect their ideas.

Children have numerous opportunities throughout the year to develop an awareness of their community and learn about the cultures and beliefs of others. Through theme work children learn about the roles of people who help in the community; for example the fire fighters from the local fire station visit the nursery. This gives children an opportunity to sit in a fire engine. Children are able to complete simple programmes on the computer and simple functions on ICT apparatus. Children are learning about numbers and shapes because they are accessible to them in the environment. They can identify a wide range of shapes including more complicated ones such as geometric shapes. Children are confident when using wooden spindles and number rods. They sort them into number and height order. Children are making very good progress in more complex activities with numbers and are beginning to understand the concept of odd and even numbers. Children are also able to do simple addition and subtraction, through favourite songs that reinforce their learning.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural is fostered very well because the children engage in a multitude of activities, which promote their understanding of diversity in a meaningful way. They celebrate and acknowledge a range of festivals throughout the year that include Hanukkah, thanksgiving, Christmas, Diwali and Easter. During these times parents and extended family with knowledge and expertise are welcomed into the nursery to talk to the children. Their understanding of diversity is further developed through accessing equality resources, which form part of integral play equipment and visual images. This includes posters and pictures, which are displayed around the nursery. As a result, children are learning about the wider world and the community in which they live. Currently there are no children with learning difficulties or disabilities in attendance, however, a number of staff have experience and expertise in this area. There is a special educational needs co-ordinator in place, who has completed the appropriate training.

Children are developing good relationships with both adults and their peers. They feel a strong sense of belonging and are well integrated into the setting. They work harmoniously with others, whilst making their own choices and decisions. Children's behaviour is good and they are regularly rewarded with praise and encouragement from the staff. Techniques for managing behaviour positively are clear and understood by staff, who acknowledge the need to be consistent and to adapt their strategies for children of different ages.

The partnership with parents and carers is good. Parents have good access to appropriate information about the setting and are kept informed of their children's activities through daily conversations. Parents of funded children are made aware of the Foundation Stage by staff who provide written information. They can also access the nursery website where they can obtain information on recent newsletters, the curriculum and other useful links. Parents are provided with good opportunities to attend regular meetings to discuss their children's progress reports with staff. However parents are not provided with details of their children's next steps for learning. This would enable parents to reinforce children learning at home.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children's well-being is well supported by staff who are all suitably qualified. They are committed to improving their professional development, by regularly attending courses. The nursery owner is committed to supporting staff training. There is an operational plan which is very effective in practice, so ensuring that the nursery runs smoothly. This enables children to benefit from stable routines during their time in the setting.

Managers and staff in the nursery work effectively together and there are regular meetings which keep all staff fully informed of any changes. Regular staff appraisals mean that staff are able to develop professionally and become better practitioners; so improving standards for care and education to children. The nursery is committed to providing a good standard of care for children. All documents are maintained for the safe and efficient management of the provision, and the care and welfare of children.

Improvements since the last inspection

At the last inspection the setting was required to revise safeguarding children documentation and increase equality resources. They have updated child protection policy to include guidelines to follow if an allegation is made against a member of staff. The setting has also increase resources and opportunities for children to learn about the wider world. All of which increase children's safety and learning opportunities, whilst in the nursery.

At the last nursery education inspection there were three areas that were identified for improvement. The setting was required to increase opportunities for children to learn about diversity. Improve opportunities for them to use their imagination and physical skills. The provision has widen the range of festivals that are celebrated throughout the year. Resources have also been increase to reflect the diverse society that we live in today and form part of integral play materials. Children also have daily opportunities to be creative through accessing the art and craft trolley to make their own art work independently. Children also have daily opportunities to use the outdoor area and access a multitude of resources that to allow them to move in a variety of ways and negotiate more complex apparatus, such as climbing wall, and balancing beams. All of which increase children's opportunities for learning, enjoying and achieving.

Complaints since the last inspection

Since the last inspection 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):

- obtain individual written consent to administer medication

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):

- ensure next steps for children's learning are effectively identified and are used to inform parents.

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