

# Lillingtons Montessori Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	129031
<b>Inspection date</b>	12 December 2007
<b>Inspector</b>	Silvia Richardson
<b>Setting Address</b>	20 Chudleigh Road, London, SE4 1JW
<b>Telephone number</b>	020 8690 2184
<b>E-mail</b>	
<b>Registered person</b>	Babs Lilly Lillington
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Lillingtons Montessori nursery was registered in 2000. It operates from the ground floor rooms of a Victorian house and has use of an enclosed outside play area. The nursery opens five days a week all year round. Sessions are from 09.00 to 16:00. The nursery serves the local area and children attend for a variety of sessions. The nursery is registered to provide full day care for 17 children aged from two to under five years. There are currently 17 children from two to four years on roll. This includes 12 children in receipt of nursery education funding. The setting supports children with learning difficulties and children who speak English as an additional language. There are three members of staff who work directly with the children at all times and other sessional staff are also employed. Over half the staff, including the manager, have early years qualifications to NVQ level 2 or 3. The setting receives support and access to training courses through Lewisham Early Years.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

The premises and facilities are very clean and well maintained, promoting children's welfare. Good hygiene practices and routines, are helping to minimise the risk of spread of infection. Children are developing good personal hygiene habits, because they are consistently encouraged to wash their hands thoroughly before meals. They each identify their own individual hand drying towel by a picture and arrangements are helping to minimise the risk of cross infection. Children are encouraged to take care of their teeth and brush them daily after lunch. Tooth-brushes are washed well and sterilised after use, keeping them hygienically clean and preventing the spread of germs. Adults take every opportunity to help children learn about personal health issues. Signs with pictures are clearly displayed, helping children to learn about how 'coughs and sneezes spread diseases'. They are taught how to use tissues, blow their noses, dispose of these appropriately in the bin provided and to wash their hands. Adults talk to children about covering their mouth when then cough and children have a very good understanding of how to protect their own health and that of others, through personal care measures to prevent spread of germs.

Children have daily opportunities to enjoy fresh air and exercise, helping them to be healthy. Adults ensure children are appropriately dressed for the weather and wear coats, hats and gloves when frosty outside, promoting their welfare. Children have use of a good range of equipment in the garden, helping them to develop a broad range of physical skills. They also enjoy regular dance sessions, including warm-up exercises, walks to the park and places of interest in the community, helping them to enjoy being active and promoting their health and welfare. Children enjoy an excellent range and variety of nutritious 'home-cooked' meals, promoting their health. Adults are mindful of individual dietary needs and provide appropriately as required for children with food sensitivities. Adults are respectful of parents preferences and provide suitable alternatives for vegetarians. Children know which foods are good for them, such as eating plenty of fresh fruit, to help keep coughs and colds away. They understand such things as, they should not have too many sugary things at party times and milk from cows helps build strong teeth and bones, because they talk about foods and food sources, and adults use books and stories effectively to reinforce messages about healthy eating.

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

The provision is outstanding.

Children play and move around from room to room safely, because they have an excellent understanding and awareness of how to stay safe. Children are supported and encouraged to form orderly lines, so they go in and out of the garden safely. Adults talk to the children all the time, about safety issues and there are visual signs, such as a picture and word, stating 'stop', placed strategically in doorways, where they are clearly seen, helping children to follow guidelines for staying safe. Children are shown how to use equipment appropriately, such as how to hold, carry and use scissors safely and they know the rule 'don't run with scissors', helping to avoid an accident. Children are praised all the time, for sitting nicely and walking nicely, promoting their understanding of how to be safe in the setting. They talk about walking safely and are learning how to cross roads safely when going out to the shops, park and library. Children frequently sing songs about safety issues, reinforcing messages about potential dangers and hazards, so they learn to stay safe in a range of situations. Children dress appropriately for

dancing, so that they can move freely and stay safe. Adults are constantly aware if children's laces need tying, helping them to avoid tripping hazards.

Adults are watchful and vigilant, and children are supervised closely, helping them to play safely in the outside area. Very good use is made of risk assessment and self-evaluation, ensuring the premises, facilities, equipment and toys are always safe for children's use. Adults help children to become aware of potential hazards as they occur, such as talking about wet or icy play surfaces in the outdoor area and the need to move around more cautiously. Children know what to do and how to stay safe should emergency evacuation of the premises be necessary, because they practise fire drills. Safety measures in the setting include, a gate fitted across the kitchen doorway and across the bottom of the stairs, denying children access. Protective covers are fitted to electric sockets and furniture, and resources are well arranged, avoiding tripping hazards and ensuring children can reach things safely. Children are kept safe and protected should safe-guarding concerns arise, because adults have attended training, know what to look out for, follow the written guidelines and know how to record, report and make a referral to care services.

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

The provision is outstanding.

Children are extremely happy and settled in the setting, because adults are very warm, caring and attentive. Their interaction is consistently positive and encouraging, so that children are secure and confident. Children are chatty and sociable, because adults engage in conversation with the children all the time. They talk about things of interest to them and adults build on the children's spontaneity and enthusiasm. Children are thriving in the setting, because adults create a relaxed, homely environment, in which children receive much care and attention. Care routines are consistent and familiar, so children know what is happening and what is going to happen next, promoting their welfare and well-being. Children play very well with a wide range of toys and play materials, because these are attractively presented and arranged, encouraging children to play together in small groups. They thoroughly enjoy the company of their friends, share well and take turns with resources, supporting the acquisition of strong social skills and an awareness of the needs and desires of others. Children especially enjoy group activities, such as meal times and spontaneously chat and sing together, showing a united sense of belonging.

Nursery education.

The quality of teaching and learning is outstanding.

Adults have an excellent knowledge and understanding of the Foundation Stage and how children learn, so that they plan exceptionally well for children's individual needs. The programme and schedule of activities is extremely flexible, so that adults build on children's spontaneity, curiosity and interests as they arise during the course of the session. Starting points are clearly identified, together with activities to help children develop skills across the six areas of learning, so that they make very good progress. Adults observe well, get to know the children's particular strengths and identify key targets for next steps in their learning. The environment is very well arranged, so that children make choices about what they want to do. They are offered guidance about choices available to them, helping them to make decisions, encouraging them to think for themselves and become confident and independent learners. Resources are set out so that children help themselves and learn at their own pace. They are extremely focussed and

concentrate very well, playing creatively, purposefully and constructively with a broad range of materials.

Children are highly motivated to learn, because adults talk to children consistently, engaging them in conversation and discussion, and asking them open questions. Children have excellent opportunities to see written words as signs and labels, and resources are clearly labelled and easily identified. Pictures and posters are providing clear visual images of living things, such as the butterfly and frogs life-cycles, helping children gain knowledge and understanding of the world. They enjoy planting and growing activities, and making things using paper, card, scissors and glue. Children have excellent opportunities to practise mark-making and writing skills. They see and enjoy writing in a range of languages, representative of the children in attendance, including French, Hebrew and Turkish. Children listen attentively to stories and enthusiastically participate

in whole group sessions. They clearly have a love of books and stories, and choose these for pleasure from the broad range available. Adults sit with children while they play and learn, and talk to them about what they are doing, about events past, present and in the future, helping them to appreciate time and sequence. Children talk about colours, shapes, sizes and numbers, and use some excellent quality resources, helping them to acquire strong skills in maths, counting and calculating. Children have regular access to information and communication technology and the large digit key board, set out in lower case letters is enhancing their keyboard skills and learning of phonics.

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

The provision is outstanding.

Children have an excellent awareness and appreciation of their own and other cultures, customs, beliefs and different languages spoken, because they take part in a wide range of activities that positively reflect the diversity of the group. Children have a strong sense of identity and belonging, because photographs of themselves taking part in an extensive variety of different activities are displayed throughout the setting. Children thoroughly enjoy seeing themselves and others in the pictures, promoting a positive self-image and helping children to feel good about themselves and others.

Social skills and good manners are strongly encouraged and children demonstrate polite and courteous behaviour, because adults provide outstanding role models. Children are warm and kind to each other, show caring attitudes and co-operate exceptionally well in group activities, such as dancing, singing and story sessions. They listen to each other and adults attentively, because group sessions are skilfully lead and managed. These activities are very well organised so that children enjoy inclusive experiences. They understand and co-operate well with social and safety rules, so that they are safe and fully supported.

Children with learning difficulties are integrated successfully, because adults have realistic expectations of what is achievable for individual children and work well to benefit the group as a whole. Adults have a very calm and relaxed approach, that enables children to make choices about their level of participation. They enable children to have time and space within the sessions, to relax and rest, have fun and explore, with gentle support and guidance. Effective early intervention and support, is helping children to settle well and make excellent progress. Overall, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Parents and carers receive a very warm welcome. They are strongly encouraged to be actively involved in all aspects of their children's nursery life. A relaxed and informal setting supports and encourages parents and carers to come along and watch their children sing and dance, and participate in seasonal group activities. They have excellent opportunities to talk with the adults caring for their children and to share views and information. Parents and carers are welcome at any time to come into the setting to discuss any aspects of their children's welfare and progress, and to ask questions of importance to them. Termly meetings are arranged, so that parents receive helpful information regarding children's developmental milestones and they are fully involved in planning for the next steps in their children's learning.

Written information about the Birth to three matters framework and the Foundation Stage of learning, is clearly displayed in the entrance hall, together with photographs of the children engaged in associated activities, so that parents are fully informed about the learning curriculum's for all the children. Strong partnerships are well established, so that the individual needs of the children are met well and they make rapid progress. Adults caring for children are very keen to know how they are getting on at home and work closely with parents and carers, supporting continued learning in their home settings. Parents express enormous satisfaction with their children's care and learning in the setting. The nursery is very popular and highly regarded in the local community.

## **Organisation**

The organisation is outstanding.

Adults are properly vetted ensuring they are suitable to look after children. A good ratio of qualified and experienced staff are employed, so that children receive high levels of support and supervision, and good quality play and learning experiences. Skilled sessional workers, such as the dance teacher, enhance children's learning opportunities in the setting. Adults are deployed effectively in the nursery, so that the best interests of the group are served and children's individual needs are well met. The children's environment is exceptionally well organised, so that they take part in an excellent range and balance of activities across three interconnecting play rooms. Arrangements and effective use of space available, enable children to join together for small group and whole group activities. Adults create a visually stimulating and attractive, interactive environment, so that children are well motivated to select resources and engage in worthwhile activities. Records, policies and procedures are in place, ensuring the safe and efficient management of the setting. These are implemented effectively, so that the welfare, care and learning of all the children are actively promoted. The setting meets the needs of the range of children for whom it provides.

The quality of leadership and management is outstanding. Leadership and management of the nursery is of exceptionally high quality, because the nursery manager has an excellent understanding of how children learn and provides a strong 'hands on' role model for staff, in outstanding care practices. The manager heads a warm and caring staff team, who provide consistently high standards of care and learning experiences for children. They create a nurturing environment in which every child matters, and inclusion and integration is successful in engaging all children, helping them to make excellent progress. The nursery's strengths lie in the flexible implementation of activity plans, so that there is time and space to respond effectively to children's natural spontaneity, curiosity and enthusiasm for the world around them. There is a strong focus on each child as an individual and their personal, social and emotional development, so they become confident, sociable and independent learners. Self-evaluation is thorough and effective, consistently building on best practice and reviewing areas for possible improvement.

Strong management is ensuring that they always look at 'the bigger picture' in terms of what works best for the group as a whole, as well as individual children within the group. Skilled leadership is facilitating staff to manage their roles and responsibilities well, so that everyone knows what they doing and collectively they provide consistent care and familiar routines, so that children thrive in the setting.

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

Since the last inspection, the provider ensures their systems for sharing accident and medication records with parents are confidential. The provider has improved the system for registering children, staff and visitors on the premises, with records showing times of arrival and departure. Hygiene practices in children's bathrooms have been reviewed, ensuring every opportunity is taken to minimise risk of spread of infection.

### **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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **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**

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

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)