

# Barnes Montessori Nursery

Inspection report for early years provision

---

<b>Unique Reference Number</b>	511421
<b>Inspection date</b>	12 February 2008
<b>Inspector</b>	Elaine Douglas
<b>Setting Address</b>	Lonsdale Road, Barnes, London, SW13 9QL
<b>Telephone number</b>	020 8748 2081(sch) 0208 876 9628 (home)
<b>E-mail</b>	ambtrue@aol.com
<b>Registered person</b>	Anne-Marie True
<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?

Barnes Montessori School opened in 1969 and is privately owned. It operates from three rooms in a sports club situated in Barnes in the London Borough of Richmond. A maximum of 50 children may attend the school at any one time. The school is open each weekday from 09.20 to 12.20. There is an option of an extended session until 15.00 from Monday to Thursday. The school is open term time only. All children have access to the secure sports field for outdoor play.

There are currently 52 children from two to under five years on roll. Of these 43 children receive funding for nursery education. Children come from the local area. The nursery supports a number of children who speak English as an additional language.

The nursery employs 10 staff. Of these, six staff including the manager hold the Montessori Diploma. They are supported by teachers in specialist subjects. The nursery receives support and advice from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children develop excellent routines which promote their awareness of healthy practices. They independently wash their hands before having their snack and after using the toilet. They are provided with liquid soap, antibacterial gel and paper towels to prevent cross contamination. They know to wash their hands after touching animals and help themselves to tissues to wipe their nose. Children can access fresh drinking water and their snack at any time so they do not get thirsty, and they make healthy choices. Dietary requirements are extremely well met and excellent systems ensure that all staff are aware of children with allergies. Children learn healthy practices through interesting activities and visits from healthcare experts. For example, the community nursery nurse read stories about hand washing, and then used glitter soap and a light to show children how germs can remain on their hands and be passed to others.

Children's health is very effectively protected by all staff holding a current first aid qualification, two staff are qualified nurses and one is a first aid trainer. Staff are trained in administering emergency medication and risk assessments are carried out which include individual care plans. All necessary documentation is in place. Excellent procedures are in place to ensure the two dogs do not pose a risk to children's health and the children develop good hygiene practices when handling them.

Children's well-being and physical development is extremely well promoted through daily opportunities to play outside and develop large muscle skills. Staff use the Foundation Stage curriculum to plan activities for children's coordination, spatial awareness and control. They have the option of attending a yoga session and gymnastics. Regular outings provide opportunities to use large equipment and children enjoy scrambling up the grass bank and rolling down it, they climb on the lower branches of the trees, and balance on beams and rockers. A wide range of activities promote children's hand-eye coordination and small muscle control.

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

The provision is outstanding.

Children are kept safe through vigilant supervision and security. Staff are extremely well deployed to ensure children remain safe in all areas. Staff closely monitor the arrival and departure of the children, and the doors are locked after parents leave. Children regularly practise the emergency evacuation procedures so they develop a very good awareness of helping with their own safety. They are able to independently and safely access the toilets. Excellent risk assessments are carried out to ensure the premises and equipment are safe for the children, and any necessary equipment is installed. For example, all heaters have guards and accessible electric sockets have covers.

Children have access to high-quality, well maintained resources which are developmentally appropriate and significantly enhance their learning. These are extremely well organised and accessible for children to access safely. The extensive full range of resources are stored in two large walk-in cupboards and regularly changed to stimulate and challenge the children.

Children's welfare is safeguarded through comprehensive policies and procedures in the event of children being lost or uncollected. Staff have attended child protection training and have a

very good knowledge of child protection issues. A range of appropriate guidance is in place to provide further support.

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

The provision is outstanding.

Children benefit from the warm, caring interaction from staff, they settle quickly and enjoy their time at the setting. Children approaching their third birthday benefit from staff using the Birth to three matters framework to monitor their achievements and ensure a smooth transition to the Foundation Stage.

Nursery education.

The quality of teaching and learning is outstanding. Staff are extremely knowledgeable of the Montessori principles and teaching methods, and have excellent systems to cross-reference this to the Foundation Stage curriculum and promote all the early learning goals. They provide an environment rich in resources on low-level shelving so that children can make choices and are enabled to become independent learners. Children are encouraged to do as much as possible for themselves, consequently, they develop an excellent disposition for learning. For example, they wash their own plates and cups after snack, peg their plimsolls together and put on their boots to go outside. They help take care of the environment, and set up and clear away their own activities. Staff have an exemplary knowledge of children as active learners and are skilled in observing the children to identify their interests and possible next stages of development.

Children have daily access to a wide variety of sensory mathematical equipment and are beginning to develop an awareness of calculation and division through appropriate first hand experiences, for example, by cutting up an apple and sharing it. They make extensive patterns using shapes, and use construction blocks and geometric shapes. Children are extremely confident speakers and demonstrate a wide vocabulary. They also develop good listening skills and distinguish between different sounds. For example, they guess which items are in a tub by the sound they make when it is shook. Children regularly link sounds to letters and bring in items from home which begin with the sound of the week.

Children enthusiastically join in with singing and make their own suggestions. They regularly engage in imaginary play both inside and outside. For example, two children use a broken branch as a boat and explain that the pile of leaves and pine cones is their bean and carrot soup. Children are able to access and learn about instruments, and listen to a variety of styles. For example, when an older sibling comes in to play their violin they play nursery rhymes and classical music. The children remember it is played with a bow and a guitar is played with your hand. One child comments that a guitar can also be played with a piece of plastic, which staff explain is called a plectrum. Children regularly take part in art and craft activities, and explore materials, such as shaving foam.

Children create in two and three dimensions and take part in whole group activities, for example, building a wigwam and making their own Chinese dragon. They develop a very good knowledge of the wider world through colour coded 'continent files' which correspond with the globe. Artefacts and pictures of animals, places of interest and people extend children's knowledge and prompt discussions. For example, children recognise a picture of Mount Everest; one child notices the snow at the top and comments on the type of clothes they would need to wear to go up there. Children use a range of technology, such as a torch, dust buster, tape recorder

and computer. Overall, children make outstanding progress towards the early learning goals considering their starting points and ability.

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

The provision is outstanding.

Children have very high self-esteem, and are confident and independent learners. Their contributions are valued by staff which impacts on their behaviour, which is exemplary. Staff consistently reinforce positive behaviour and provide excellent, calm, role models, so children work together harmoniously. They are extremely independent and are encouraged to do as much for themselves as they possibly can.

Children develop an exceptional awareness of people's differences, the skilful use of information on different continents promotes children's awareness of the wider world. They celebrate festivals, such as Chinese New Year as well as the British culture. Makaton, a type of sign language, is used by both staff and children to ensure all are included. Children are sensitive to those less well-off than themselves by regularly taking part in fund raising. Very good systems are in place to identify and support children with learning difficulties and/or disabilities. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Staff recognise that parents provide vital information about their child, and so home visits are used to get to know the child in their own environment and form the basis for an ongoing partnership with their parents. They receive excellent information on the provision, the ethos of the setting, the Foundation Stage curriculum and the Montessori method of teaching. Comprehensive information is available through the prospectus, the parents' handbook, regular newsletters and 'open mornings'. Parents have regular opportunities to meet with their child's key-worker, look at their files and discuss their child's development; they receive written progress reports each term and an annual summary. Parental feedback is sought and any issues dealt with effectively.

### **Organisation**

The organisation is outstanding.

Children are extremely well supported through the very effective deployment of staff. This ensures that children receive very good supervision and individual support. The qualified, experienced staff work well as a team, and are enthusiastic and committed to the Montessori ethos. Some staff have specific responsibilities and are clear about their roles; they continually seek further training to update and improve their practice. Rigorous recruitment and induction procedures ensure suitable staff are employed. Well-organised, accurate documentation is confidentially stored and very effectively used. All necessary operational policies and procedures are in place and regularly reviewed to ensure they meet current legislation and guidance. The extensive operational plan is extremely well organised under the Every Child Matters outcomes for children and provides a comprehensive working document for staff. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery is outstanding. Comprehensive systems are used to evaluate all areas of the provision, which significantly enhances the standard of the education. Annual performance monitoring identifies any personal development needs and in-house training shares good practice. All staff are fully involved in the running of the setting and are given excellent opportunities to use their skills. There is a shared commitment to self-evaluation and identifying improvements. Recent improvements have included introducing

'home visits', in-house presentations and increasing the use of the outdoors. The manager continues to attend training to steer the work of the setting.

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

At the last inspection the group were asked to ensure that the registration system showed when children and staff are present.

Since that inspection the group have devised a clear registration system which shows the exact times of both the children and staff's attendance. This ensures that evidence is maintained of who is responsible for the children at any time.

At the last nursery education inspection the group were asked to consider increasing the resources to develop steering and manoeuvring skills, and to identify children's next stages of development.

Since that inspection the group have purchased resources to promote children's development in steering and manoeuvring skills, which enhances their physical development. Staff now evaluate the observations they make on the children and in conjunction with parents identify the children's next stages of development. This ensures that each child continues to make progress.

### **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 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)