

# The Montessori Pavilion

Inspection report for early years provision

---

|                                |   |
|--------------------------------|---|
| <b>Unique Reference Number</b> | 511429  |
| <b>Inspection date</b>         | 06 March 2008                                 |
| <b>Inspector</b>               | Rosemary Davies                               |
| <b>Setting Address</b>         | Vine Road Recreation Ground, London, SW13 0NE |
| <b>Telephone number</b>        | 020 8878 9695                                 |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Georgina Helen Dashwood                       |
| <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 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?

The Montessori Pavilion kindergarten opened in 1984 and is privately owned. It operates from a local authority bowling pavilion in Barnes, south west London and serves the local community. Children use two rooms with regular access to nearby outdoor play areas. The kindergarten opens for five week days during school terms. Sessions run from 09.15 to 12.30 and from 13.00 until 15.00 on Tuesdays and Thursdays in the summer term, according to demand.

The nursery caters for up to 28 children at any one time during morning sessions and for a total of 12 in afternoon sessions. There are currently 21 children from three to under five years on roll. Of these, 19 receive funding for nursery education. The kindergarten supports children with learning difficulties, as well as those who speak English as an additional language. Children attend for a variety of sessions.

The kindergarten has six staff, all of whom have appropriate early years qualifications at Level 3 or above. Regular support is received from the local authority. The kindergarten follows a Montessori philosophy.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn a great deal about healthy living when in this kindergarten's care. All benefit from much daily fresh air and exercise. As a consequence, they make particularly good progress in their physical development, both when indoors or outside. They develop ball skills well under individual tuition, such as aiming, throwing and catching. They become confident quickly in using equipment in the nearby playground, which provides plenty of appropriate challenge for more athletic children. They develop their sense of space well when responding to music and movement activities indoors, which are taught by specialists. Children acquire extremely good hand and finger dexterity, through following particular Montessori exercises and by using various cooking implements.

Staff promote a healthy eating ethos extremely well. Children participate in regular cooking activities, learning a great deal about different ingredients and healthy eating as they do so. Occasionally, they cook vegetables they have grown themselves, such as when making pumpkin soup. They eat healthy options during their mid-morning snack, with older children serving themselves. Children develop lots of good self-help skills. Many put on their outdoor wear independently, wash their hands and manage their personal hygiene needs. The Health Visitor comes in to discuss dental hygiene and show them how to wash their hands thoroughly.

Children use clean premises, with staff following stipulated procedures well to maintain good hygiene in the kitchen area. However, the system used for younger children to take additional water during the session is unhygienic, which places them at risk of cross-infection. Children receive very good care and attention, should they become unwell or sustain an accident when in the kindergarten's care. All staff keep their training in first aid up to date. All required records are kept appropriately.

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

The provision is good.

Children play in suitable premises made welcoming by bright, well-organised displays of their work. Children are accommodated according to their age in one of two rooms. Younger children benefit from the cosy atmosphere of the smaller room, which helps them settle in quickly. In both playrooms, suitable resources are stored on open shelves at child height, following the Montessori philosophy; children easily help themselves to items that interest them. Staff make sure that all resources are in a fit state for children's use. These include much good quality, specialist Montessori equipment. New heaters help keep the rooms at a suitable temperature on chilly days. Children benefit from daily trips to the nearby municipal playground for physical exercise, although there is no secure area adjacent to the kindergarten, so children are not able to choose whether to play outside or indoors.

Staff understand the principles of risk assessment and minimise potential hazards to children's safety well. They conduct separate risk assessments for the various outings undertaken. Staff count the children when they leave the premises to visit the nearby playground and count again prior to leaving it, for example, reminding them of the safe way to use equipment when there. The premises remains secure during sessions and visitors cannot enter unchallenged. Staff monitor the entrance carefully at busy times. Suitable fire prevention precautions are in place and the emergency evacuation procedure is practised regularly.

Staff understand their responsibilities for safeguarding children's welfare. They update their training regularly in child protection and understand procedures to be followed, should the need arise. Children begin to know how to keep themselves safe, such as learning how to use real tools, such as staplers and suitable knives.

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

The provision is good.

Children really enjoy their time in this kindergarten. All areas of their development are promoted very well. Staff use appropriate guidance documents to help them plan a stimulating programme of experiences in conjunction with those based on the Montessori philosophy.

Relationships throughout the kindergarten are excellent and these help children feel happy and settled. Consequently, they quickly develop their self-confidence at being in the pavilion, knowing how routines work and quickly acquiring excellent self-help skills. This means children move around freely choosing what they wish to do, although they are not able to decide to learn outdoors, if they wish. They learn through a suitable balance of adult-led and self-chosen activities. The high adult to child ratio allows for much individual support and this is particularly beneficial in aiding their emotional development and encourages lots of conversations so that their speech and language blossoms too.

### **Nursery Education**

The quality of teaching and learning is good. Children make good progress towards the early learning goals of this Foundation Stage of their education, owing to staff understanding its requirements. They link these to the Montessori methods, planning additional experiences for the children to make sure all aspects of the goals are covered. Staff have worked hard to achieve this. Additionally, they have striven to develop the observation and assessment systems effectively. They feed children's achievements into the planning system to make sure it responds to what children need to learn next, so that their learning is progressive.

Children thoroughly enjoy the interesting range of experiences and activities offered to them. They enter the kindergarten eager to find their favourite activities but also looking to see what additional items are available. All quickly settle, concentrating very well at what they do. Staff provide extremely good support, discussing what children are doing and questioning them well to prompt further learning. Children respond well and frequently ask questions themselves, so finding out more.

The programmes for children's personal, social and emotional development, their physical development and knowledge and understanding of the world, are particularly strong. Children begin to make friends, show care and concern for each other and participate well in group activities, showing their developing ability to listen carefully. Staff plan an interesting programme of visitors and visits, including community police, road safety officer and regular shopping outings to buy ingredients for cooking activities. Cooking is a feature of the kindergarten and thoroughly enjoyed by children and staff alike. Children gain much from cooking experiences, exploring different fruits and vegetables, counting as they spoon out ingredients, comparing the size of spoons and deciding whether these are made of wood or metal. However, opportunities are missed to use their emerging mark making and writing skills by labelling their work.

Children in both rooms cook and staff are skilful in making sure they match each group activity to the children's abilities. For example, the younger children use tinned tomatoes and cut up courgettes, whilst older ones discuss 'vine tomatoes' being in a 'cluster' and learn to use a toaster, under close supervision. In addition, staff tailor their questioning to suit children's differing abilities to help them progress, as they know them extremely well.

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

The provision is outstanding.

All children, together with their parents and carers, are welcomed warmly into this kindergarten. Staff do all they can to help children settle in easily, being flexible in order to meet the needs of individual children. Any children with learning difficulties or learning English as an additional language receive additional and appropriate support. This is because the kindergarten has highly effective systems in place to make sure all children are included. Children's home cultures are reflected in the experiences provided, so that all begin to learn that families differ. A wealth of pictures, posters and books portray people's differing cultures and lifestyles, so children begin to see the diversity of the wider world.

Staff are excellent role models to the children. They take a caring, calm but positive and upbeat approach, consistently applying the kindergarten's behaviour policy. They give children clear explanations and directions, so that they know what is expected of them. Children enjoy their activities, so are frequently engrossed in purposeful play. As a result of all this, children's behaviour is excellent. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Home visits by staff, coffee mornings to get to know other parents and a flexible settling in process, all contribute towards staff getting to know children extremely well very quickly. Parents and carers receive a full range of information about the kindergarten. They are kept thoroughly informed as to their children's progress through regular written reports and half-termly invitations to talk with staff and see what children have been doing. Staff ensure parents and carers know how to contact the regulator, Ofsted, should they wish to and make them aware of the written complaints procedure.

### **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for by staff vetted as suitable to be with them and these thorough procedures extend to checking any persons volunteering in the kindergarten. The nursery proprietor and manager work together well, with clearly defined roles to cover management of the kindergarten. They monitor the effectiveness of the care provided to the children, using self-evaluation to identify any weaknesses. Policies and procedures underpin the safe and smooth running of the kindergarten, although some procedures in risk assessments for individual outings require more clarity. Strong emphasis is placed on keeping up to date and any staff training needs are identified through the appraisal system. All required documentation is in place and kept very methodically and securely.

Leadership and management of nursery education are good. Staff receive clear and effective leadership. They work together well as an experienced team, understanding their individual roles and giving each other support as needed, through sessions. They cover activities effectively, managing to provide children with much one to one support. There is a clear commitment to enhancing the educational programme on offer to the children. Staff evaluate their practice

effectively, identifying areas for improvement. They seek, take and act on, the advice of outside professionals and have a clear vision for the future of the kindergarten, which includes improving the outdoor learning facilities.

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

Following the last inspection for nursery education, the kindergarten was required to address four key issues. These related to planning of the curriculum, the programmes to develop children's knowledge and understanding of the world, their creative development and their literacy. The majority of these issues have been addressed successfully, although more remains to be achieved around the development of their writing, which is given as a recommendation from this inspection.

Following the last inspection of the care provided for children, there were two non-regulatory actions and five recommendations to be addressed. These related to children's safety, maintaining their good health, the care environment, the partnership with parents and carers, diversity and children having sufficient choice in daily routines. The kindergarten has addressed all the issues raised successfully, so that the quality of care provided has improved.

### **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):

- further promote children's good health by ensuring each child uses a fresh beaker when helping themselves to water
- continue to work with the local authority advisory teacher to explore ways of promoting children's learning outdoors (also applies to nursery education)

#### **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):

- further enhance the programme for children's literacy by exploring ways of using emerging mark making skills in the daily routines.

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)