

One World Montessori

Inspection report for early years provision

Unique Reference Number	EY284442
Inspection date	02 April 2008
Inspector	Rebecca Elizabeth Khabbazi
Setting Address	Chislehurst Village Hall, Church Lane, Chislehurst, Kent, BR7 6NY
Telephone number	
E-mail	
Registered person	Filomena Dunstane
Type of inspection	Integrated
Type of care	Sessional 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?

One World Montessori is privately owned and was registered under the current provider in 2004. It operates from a village hall in Chislehurst, Kent. The preschool is open from 09:30 to 12:30, Monday to Friday during term time only.

There are currently 38 children from two to under five years old on roll. Of these 26 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are five staff members who work at the setting, including the provider. Of these, four have relevant childcare qualifications. The setting receives support from the local authority through an early years advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn simple good hygiene practices when they wash their hands before they eat their snack, and after they use the toilet. They use liquid soap and paper towels, which helps protect them from the risk of cross-contamination. Staff ensure that tables are wiped with anti-bacterial spray before use and they maintain a hygienically clean environment. Children develop healthy eating habits when they help themselves to a variety of different fruit and vegetables for their snack, and they pour themselves a drink of water whenever they are thirsty. They play outside every day, which contributes to a healthy lifestyle and supports their physical development. They enjoy running around in the fresh air, peddling bikes or using big brushes to paint on the wall. Indoors, they develop their fine motor coordination as they use pens and brushes, or carefully lift objects from a tub of water with tweezers. Children's health is protected because there is always a member of staff on duty who has an up to date first aid certificate and can look after them if they have an accident or are unwell. Systems are in place to keep records of any accidents children have and of any medicine they need to be given.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in well maintained premises with facilities to meet their needs. Staff work hard to set up equipment and resources before children arrive, which creates a welcoming environment. Children choose from a wide variety of resources and play materials that staff ensure are in good condition and are suitable for their age, which helps ensure they can play safely. Their risk of accidental injury is minimised as staff take effective steps to reduce potential hazards. They conduct a risk assessment of the hall every morning to ensure relevant safety precautions are in place, make sure that the hall is secure during the session to prevent unauthorised entry, and are vigilant about supervising children at all times. Children learn to keep themselves safe when staff remind them not to run indoors, or when they talk about why they need to pick up the toys from the floor. Children's welfare is safeguarded because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. All staff have completed child protection training, which means they are familiar with possible signs of abuse and know what to do if they are worried about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children make good relationships in the setting. They are keen to play with their friends and go spontaneously to staff for a cuddle. They follow the daily routines confidently and enjoy a balance of experiences over the course of the morning which keep them interested and occupied. Children take part in a broad range of planned activities and spontaneous events that support their all-round development. Staff know children well and join in with their play, asking questions and gently guiding learning. They are sensitive to the needs of younger children and ensure activities are adapted appropriately so that everyone can take part. However, large group sessions such as registration or story times do not always offer younger children opportunities to build their confidence, due to the competing needs of the range of children present.

Nursery education

The quality of teaching and learning is good. Staff have a clear understanding of how children learn and progress, and the expectations for their development within the Foundation Stage. They plan a wide range of activities that provide realistic challenge for all children, and each child spends time with a staff member engaged in specific activities planned to build on their own individual skills and knowledge. This helps children make good progress towards the early learning goals.

Children are keen to communicate and they use language well to start conversations and express their ideas. They listen attentively to stories and show excitement and fascination when staff bring a familiar tale to life by using a puppet theatre. Children make good progress with literacy skills as they find their name in the morning, write simple words on their work or spend time in their individual lessons finding out about the sounds that letters make. They show an interest in number, count confidently and begin to solve simple problems, including adding and taking away. However, children are not always encouraged to use their emerging literacy and problem solving skills for a variety of purposes in meaningful every day situations, such as role play.

Children explore the world around them when they plant seeds or sweep the leaves in the garden. They build complex models with the big bricks and are keen to show them to staff. Children learn about everyday technology as they complete simple programmes on the computer. They use their imaginations as they play in the home corner, chose from a selection of materials to create their own pictures, or shape a teddy bear from clay. Children are keen to take part in activities and show good levels of independence, curiosity, concentration and imagination. They respond well to challenges and are keen to take part in activities.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and valued as individuals, and clear systems are in place to support those with learning difficulties and/or disabilities. Children develop a positive attitude towards diversity when they share words from their home language with their friends at circle time, dress up in traditional costumes from around the world, or try to eat Chinese food with chopsticks. Children show good levels of independence within the setting, choosing activities, pouring their own drinks, and helping sweep the floor and tidy away. They quickly become familiar with the rules and expectations of the setting. They get along well together and this helps create a calm atmosphere. Staff are gentle and consistent in their approach and encourage children to be 'caring and sharing' with their friends. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents receive clear information about the setting and are kept up to date through the notice board, regular newsletters, and day to day contact with staff. They receive monthly written progress reports on their children, which ensure they are familiar with the next steps for their child's learning, and can continue to help them make progress at home. Parents can ask to meet with staff at any time, and are invited to a meeting when their child transfers to school. However, there is not currently a planned system that ensures all parents have the opportunity to contribute information to assessments of their child's progress.

Organisation

The organisation is good.

Children are cared for by appropriately qualified and vetted staff, who work closely together as a team. Children benefit from a consistent staff group who have clear roles and responsibilities and share tasks throughout the session. Staff communicate well on a day to day basis, which helps ensure policies and procedures work well in practice. All of the required documentation for the effective running of the setting is in place. The provider is familiar with requirements regarding complaints from parents, but as there have not been any complaints, a system to keep a log has not yet been established.

The leadership and management of the nursery education provision is good. Staff have access to local training courses and are supported to develop their knowledge and skills. There is a commitment to continual development and the manager and staff constantly evaluate and review the effectiveness of the care and education they provide. This helps ensure areas for improvement are addressed promptly.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting were asked to review the systems for keeping records of accidents and medication. Procedures to keep these records have now been updated so that full details are included and parents are kept well informed. The setting was also asked to review cloakroom arrangements with a view to increasing opportunities for children to use the facilities independently. Procedures are now in place to enable children to use one of the nearby cloakrooms with minimal adult support, and a portable sink is available in the hall, where children can wash their hands independently. These measures help promote the development of children's self-care skills.

At the last inspection of the nursery education provision, the setting was asked to further develop some areas of the curriculum and improve the system for evaluating activities. The setting have now extended the opportunities available to children to learn about everyday technology and express their ideas in creative activities. Staff have also put ongoing systems in place to evaluate weekly activities and they use this information for future planning.

At the last nursery education inspection the setting were also asked to provide more written information to parents about the setting. Parents are now kept well informed through a prospectus and written newsletters and reports. They are also encouraged to help with activities in the setting, which helps increase their involvement in the daily life of the preschool.

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.

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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):

- establish a suitable system to keep a log of complaints so that it is readily available if required
- review the grouping of children for circle time and stories to ensure the needs of all children are taken into account

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):

- provide more encouragement for children to use their writing and numeracy skills for a variety of purposes during everyday activities such as role play
- consider ways of providing more planned opportunities for all parents to contribute to assessments of their child's progress

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