

# Inspirations Montessori Nursery School

Inspection report for early years provision

---

**Unique reference number** EY362413  
**Inspection date** 10/12/2008  
**Inspector** Kay Williams

**Setting address** 6th Southgate Scout Hall, Walker Cricket Ground, Waterfall Road, Southgate, N14 7JZ  
**Telephone number** 07930 620582  
**Email** karen.c@fsmail.net  
**Type of setting** Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Inspirations Montessori Nursery School is one of two nurseries run by a private provider called The Partnership of Inspirations Montessori Nursery School. This setting opened in 2005 and registered at these premises in 2007. The nursery operates from the 6th Scout Hut in the Southgate area of the London borough of Enfield. Children play in the large hall. A maximum of 26 children aged from two years to the end of the Early Years Foundation Stage (EYFS) may attend the nursery at any one time. The nursery is open from 09.00 to 15.30 five days a week during term time only. Access to the provision is via the main entrance on the ground floor. All children have access to a secure enclosed outdoor play area.

There are currently 41 children aged two to the end of the EYFS on roll. Of these, 14 receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs five members of staff. Of these, three hold appropriate early years qualifications and one is working towards a qualification. Two members of staff are also working towards a higher qualification, which includes the Early Years Foundation degree.

The setting is registered on the Early Years register.

## Overall effectiveness of the early years provision

Children make good progress in their learning as they engage enthusiastically in well planned activities that reflect all areas of the curriculum. Children's welfare is effectively promoted because the staff know the children well and are able to respond sensitively to the children's needs. All children are valued as individuals and the settings positive approach to inclusion means that children are developing a strong sense of personal identity. Staff are committed to maintaining continuous improvement as they take up opportunities to extend their professional knowledge to enhance their practice and subsequently improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- offer children more time to extend and consolidate their learning in the outdoor environment
- further develop the system for recording children's progress in order to analyse the children's observations and highlight their achievements
- offer the children more hygienic facilities for drying their hands

## **The leadership and management of the early years provision**

Children benefit from the consistency that staff demonstrate in their approach to supporting the children's learning. This is a direct result of the setting being well managed. Clear policies and procedures are understood and implemented by the whole team. There are effective systems in place for staff to monitor the strengths and weaknesses within their practice and regular staff meetings, and staff questionnaires serve as a useful tool to this end. Recent reflective practice has resulted in improving outcomes for children. For instance, staff noted the favourite activities of children who recently began attending the setting and relocated them closer to the main entrance door enabling the children to settle more quickly when they arrived in the morning.

Partnerships with parents are friendly and information is freely exchanged. The prospectus and termly news letters give parents information about the learning opportunities that children experience. Developmental profiles and meetings with the child's key person advises parents of the progress that children are making. Parents are encouraged to help out at the setting and offer children additional experiences, such as sharing cakes in acknowledgement of the festival of Eid. The setting also works well with others. To support children's ongoing progress, developmental records are passed on to their school when they leave. Staff also have strong links with the local authority and as a result children benefit from the additional funding that the setting has secured in order to improve the outdoor play area. Relationships with other professionals, including a speech therapist, ensure that children's individual needs are supported.

Children are safeguarded because the staff have a clear understanding of appropriate child protection procedures. The clear policy guides them through how to record concerns and who to notify if they become concerned about a child in their care.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time spent at the setting. They are confident learners who arrive happily and part willingly from their parents and carers. The setting follows the Montessori approach and because the staff also have good knowledge of the EYFS they are able to combine the two coherently. Consequently, they plan and provide a wide variety of stimulating, age appropriate activities that help children to make good progress. The system for tracking children's progress collates photographs and observations and links these to the learning areas to track children's development. However, in some instances the observations lack evaluation and it is not always clear what the child has achieved.

Children's behaviour is very good. Staff are calm and gently spoken and create a good sense of fun as they interact with the children who laugh and scream as they chase the adults around the garden during a game of 'it'. Children develop positive relationships with their peers as they take turns and share fairly while enjoying board games. There is a strong sense of community within the group as they work

together to tidy up and set the tables for snack. Children's healthy well-being is well promoted. They enjoy daily opportunities to exercise in the fresh air and they are encouraged to make healthy choices at snack time when they help themselves to carrots, bananas, raisins and milk.

Children's learning is well supported by staff who are effectively deployed and interact with the children, conversing and asking pertinent questions to promote their thinking. Children are enthusiastic learners who concentrate and persevere to complete a large floor puzzle, eagerly requesting to repeat the activity having enjoyed their success. Children enjoy spontaneous creative role play opportunities, such as dressing-up and dancing. Children are developing competence in using numbers, accurately identifying quantity and matching this with the written number. Children make good use of the book area to support their early reading skills and their well developed emergent writing skills mean that many children can write their own name. Children have fun as they play in the garden. They learn to develop gross physical skills, such as balancing and climbing as well as searching for 'bugs' in the bark. However, the time allotted to outdoor play limits children's opportunity to explore the environment in more detail. Children are learning about their wider community as they have regular visits from the librarian and visit the local theatre. Children are learning to use equipment, such as a camera as they take photographs of themselves for their profile booklets.

Children play in a safe, warm, clean environment where they are encouraged to move around freely and choose where they prefer to play. The temperature of the room is monitored to ensure it remains consistent during the colder months. Hygienic procedures, such nappy changing and cleaning the tables before snack reduce the risk of cross-infection. Children are encouraged to take responsibility for their own personal hygiene as they learn to wash their hands before eating, although the arrangements of sharing a towel to dry their hands is less hygienic. Routine risk assessment procedures ensure that the children are not exposed to unnecessary hazards. Because the premise is used by others, staff are vigilant in checking all areas before the children arrive.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration inspection.

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.