

New World Montessori School

Inspection report for early years provision

Unique reference number EY375370
Inspection date 01/10/2008
Inspector Jennifer Devine / Keriann Belcher

Setting address St Peter's Church Hall, Mount Park Road, Ealing, W5 2RU

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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

New World Montessori School opened in 2008 and is owned by a private provider. It is situated in St Peter's Church hall in Ealing, in the London borough of Ealing. A maximum of 26 children may attend the setting at any one time. The school is open each weekday from 09:15 to 12:30; term time only. All children share access to an enclosed outdoor play area. There are currently 22 children on roll. Systems are in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language. The setting employs four members of staff, of whom all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

New World Montessori School provides overall an ineffective service for children. This is due to the manager's lack of understanding of meeting the Welfare Requirements of the Early Years Foundation Stage (EYFS). The manager has poor systems in place for identifying areas for improvement for the provision.

Staff are aware of undertaking observational assessment in order to plan activities to meet individual children's needs. However, in everyday situations staff do not always identify children's immediate needs to ensure inclusive practice is continuous within the setting.

Links with parents, carers and other agencies are established to involve them in their children's care and education.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- conduct a full risk assessment and review it regularly to ensure all hazards to children are minimised, in particular in relation to glass safety. 16/10/2008
- ensure permission for emergency medical treatment is obtained and available on the premises 16/10/2008
- ensure fire doors are free from obstruction and regular evacuation drills are carried out and recorded 16/10/2008
- ensure the arrival and departure times of children are accurately recorded at all times 16/10/2008

To improve the early years provision the registered person should:

- develop the outdoor area to ensure well planned experiences are provided for

children

- improve staff's knowledge and understanding of extending children's language development and thinking
- improve the resources and widen the range of materials available to develop children's creativity
- develop the evaluation processes to clearly identify significant issues, strengths and weakness of the setting to improve children's welfare, learning and development
- develop the staff's knowledge and understanding of ensuring practice is inclusive for all children attending
- ensure records are kept about vehicles and named drivers in which children are transported and includes adequate insurance cover

The leadership and management of the early years provision

Children's welfare is not adequately protected as regular risk assessments appropriate to the setting are not conducted. The provider has not taken steps to ensure that hazards such as glass safety is minimised. Also there is no risk assessment carried out for transporting children in staff vehicles and drivers do not have adequate insurance cover. Staff are aware of the emergency evacuation procedures, however fire exits are blocked and prevent easy access in the event of an emergency evacuation of the premises.

Most required documentation is in place, however parental consent for administering emergency treatment is not held on the premises for staff to consult should the need arise. There is a system in place for recording children's arrival and departure times but this is inconsistently maintained and does not provide an accurate record of the actual numbers of children present.

There is a system in place for monitoring and evaluating the provision. However, this has significant weaknesses in identifying areas for improvements.

Robust recruitment procedures are in place to ensure all adults working with children are suitable to do so. Staff have a sound knowledge of the safeguarding policy and understand the procedures to follow if they were concerned for a child. Parents and carers are warmly welcomed into the setting and can share relevant information about their child. More formal meetings are held every term to further discuss children's progress and development. Positive comments were received from parents and carers on the service the setting provides.

The quality and standards of the early years provision

Children enjoy their time at the setting. They are beginning to learn to separate from their main carer and make free choices from the Montessori play equipment. Children's independence is strongly encouraged as children are able to pour their own drinks and are learning to undo and hang their coat up when they arrive. Healthy snacks are available through out the morning and children can help themselves to fruit and a drink as they wish. Whilst there is not a system in place to monitor whether individual children help themselves to water throughout the session, staff do ensure that all children have a drink prior to the late-morning

activity.

Staff undertake observations on the children and use this information to plan the curriculum, meeting most children's individual developmental needs. For example, to help a child's social skills staff introduced an activity of throwing a ball and invited another child to share this game together. However, there are occasions during the session when individual needs of children are not fully recognised. For example, staff did not support all children in being able to take part in a train game, which resulted in one child disrupting the activity and causing it to be abandoned.

Children's social development is encouraged as staff talk to the group at registration time about good listening and the acceptable behaviours in the nursery. They learn about the rules of the group such as why they must not run indoors and the importance of tidying up. However, opportunities to further develop their safety awareness is limited as they have not had the opportunity to practice a fire evacuation since the setting opened. Children have made good relationships with the adults, who are kind, welcoming and make them feel comfortable in their surroundings. Staff spend time with the children at activities but do not always fully extend children's language and thinking skills further. There are many Montessori resources available to develop children's problem solving and reasoning skills; and there is a range of practical life equipment such as for transferring water and learning to tie shoe laces.

Children use the book corner well and are learning about how to turn the pages of a book carefully one at a time. They have some opportunities to practise writing for a purpose, such as having paper and writing implements in the baby clinic, where they pretend to write prescriptions for their babies. There are limited resources for children to see written words and signs in English and additional languages around the environment.

Children have regular access to the garden and enjoy activities such as pushing the buggies around the garden, throwing and catching balls; and walking and balancing along the low garden wall. Children are beginning to learn about growing as they plant bulbs and care for them. Planning of the curriculum currently does not extend to the outdoors and therefore children's experiences are limited.

Children have opportunities to develop their creativity through different media such as easel painting, play dough and sticking. Children enjoyed a sticking activity where they made Autumn clothes pictures. However, the pictures were pre drawn by adults and there were limited choices for children in the materials and implements they could use. Children have opportunities to sing their favourite songs and enjoy listening and dancing to well known tunes.

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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 4 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 4 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 4 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 4 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 4 |
| How well are children helped to stay safe? | 4 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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

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.

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.