

Red Robins Montessori

Inspection report for early years provision

Unique reference number EY358567
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Inspector Cheryl Walker

Setting address 83 Bensham Manor Road, THORNTON HEATH, Surrey, CR7
7AF

Telephone number 07766 220830

Email redrobins@hotmail.co.uk

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Red Robins Montessori is a privately owned nursery. It opened in 2008 and operates from a detached Victorian building in Thornton Heath, Surrey. The nursery is open each weekday from 08.00 to 18.00 for 49 weeks of the year. All children share access to a secure outdoor play area.

The setting is registered on the Early Years Register to provide care for 50 children. Children from six months to under five years may attend. There are currently 42 children on roll who attend on a full or part-time basis. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 members of staff, eight of these hold appropriate early years qualifications and some staff are working towards appropriate qualifications. The setting provides care for children with learning difficulties and/or disabilities, though there are none currently attending. The building is wheelchair accessible. The nursery supports a number of children with English as a second language.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled and enjoy their time at the nursery. Their welfare is promoted appropriately, particularly in regard to promoting their safety. Children's individual needs are well catered for and children with English as a second language are well supported by bi-lingual staff. A key person system is in place. Systems for self-evaluation are in process and the nursery has identified some strengths and weaknesses, setting realistic targets for improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of meal times so that all children are well supported and have opportunities to interact with staff
- review the organisation, variety and presentation of resources and equipment to enable all children to make informed, independent choices

The leadership and management of the early years provision

A suitable balance of well qualified staff enable children to make steady progress in their learning and development. The cultural mix of the staff team reflect that of the children attending, and parents and children benefit from being able to communicate with staff that speak their home language as well as English. Parents receive clear and comprehensive information about the way the setting runs and its policies and procedures. Staff discuss children's needs and progress regularly with parents to keep them informed, although at times the quality of the

interaction varies.

Safety is of high priority at the setting. Thorough risk assessments are used to ensure the building is a safe place, CCTV is in place to monitor the grounds and staff are aware of the health and safety policies. Appropriate recruitment procedures ensure staff suitability. The manager is supportive of the staff team and works with them to further improve practice through goal setting, observation and shadowing and the use of supervision and appraisal.

Since registration, the setting has begun to self-evaluate their service to effect further improvements, though this is mainly completed by the manager and the provider and does not currently involve the whole staff team to incorporate everyone's views. The nursery is in the process of establishing itself as a new setting and is striving for continuous improvement.

The quality and standards of the early years provision

Children behave well at the setting as clear boundaries are in place to enable children to feel safe and secure in their environment. Children learn to take turns and to be kind and considerate to each other through general play and gentle, sensitive reminders from staff. They interact positively with their peers and have built good relationships with staff.

Children's health is promoted through a well balanced, home cooked menu, which meets their individual requirements. They are encouraged to develop good personal hygiene routines when they wash their hands before they eat and after using the bathroom. Children sit together to enjoy meals, although the organisation of the lunch hall does not encourage staff to sit and actively engage with children whilst they eat, as well as helping children with their meals where necessary. Many children manage very well with carrying their meal to the table and cutting up their food independently. Staff encourage children to develop good manners when they remind them to say 'please' and 'thank you'.

Children benefit from regular, planned opportunities for outdoor play, although the set up of the building prevents the outdoor area from being a free flow area for all children to enjoy at a time of their choosing. Nevertheless, children have good opportunities to practise their large movement skills and to take risks in their play. The large and spacious hall allows for a variety of indoor experiences such as music and movement and group work.

All staff make regular observations of children whilst they play to assess their progress and individual learning needs. Records indicate staff's sound understanding of the need for observation and their developing skills in this area.

Children learn through exploration. They listen to the sounds the bricks make when they bang them on the table and repeat the process using different coverings to produce different sounds. Children use objects to represent real items during play and help them to build a greater understanding of their world. For example, they use building bricks to make a birthday cake and then encourage

staff and their friends to blow out the candles. In some of the rooms, staff organise a suitable range of toys and equipment, stored at low level, where children can see and reach what they want. In other rooms, particularly the younger aged children's rooms, there is a much smaller variety of resources, which means that the younger children have fewer opportunities to extend their learning.

Children learn such concepts as size, number and shape and to do simple addition and subtraction. They learn the names of three and two dimensional shapes and how to recreate patterns. Children are learning to recognise letters and the sounds they make, and to write. Many children label their own work with their names and some can write simple words with adult support. All children have access to books to choose from and staff read stories to small groups, however, books are not consistently well presented to children throughout the setting, to foster their independent interest and stimulate curiosity.

Children begin to learn about keeping themselves safe through regular fire drills and practise evacuation from the setting. They are taught how to use all the resources indoors safely and are well supervised to ensure this is so.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

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?	3
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?	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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet legal requirements.

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.