

Blossoms Montessori Children's House

Inspection report for early years provision

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Inspector Christine Jacqueline Davies

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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

Blossoms Montessori Children's House was registered in 2007 and is located in the London borough of Southwark. The nursery is housed in converted premises and has a secure garden for outdoor play. The property is close to local schools, parks and transport services. The nursery is registered on the Early Years Register to care for a maximum of 20 children aged two to five years. There are currently 24 children on roll. The nursery is open 08:30 - 16:30, Monday through to Thursday, term time only. Three full time staff work directly with the children, all of whom hold either an appropriate Montessori or early years qualification.

Overall effectiveness of the early years provision

Practitioners provide children with a stimulating, challenging curriculum which effectively meets the requirements of the Early Years Foundation Stage and promotes good outcomes. Partnerships with parents are a key feature of the setting and strong links with external agencies ensure that children's individual learning and welfare needs are met. Self-evaluation of the setting is robust and the provider strives for continuous improvement through regular monitoring and training.

What steps need to be taken to improve provision further?

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

- further develop opportunities for older or more capable children to extend their large physical skills during outdoor play
- further develop planning of outdoor activities so that learning opportunities for all children are extended.

The leadership and management of the early years provision

Comprehensive policies and procedures coupled with a clear sense of purpose ensure that practitioners provide continuity of care for children and promote their overall welfare, learning and development. Furthermore, well established links with the early years intervention officer ensure that children who require additional support receive this quickly. Well kept records ensure that children's individual needs are documented and information about children's progress is available to parents at all times, enabling them to be involved in their child's care and learning. In addition to this, good established partnerships with parents ensure that inclusive practice is promoted within the setting, for example, parents are regularly consulted about decisions affecting their child and are involved in daily informal discussions. Flexible admission procedures mean that parents and children are given time according to their needs to settle and feel secure within the setting. Furthermore, an effective key person approach means that parents are confident that the individual needs of children are being met.

Effective systems are in place which ensure that children's welfare is safeguarded. Safe recruitment practices ensure that thorough checks on the suitability of new staff are undertaken and that un-vetted staff or visitors are not left alone with children. The setting has a clear safeguarding policy and practitioners keep up-to-date with procedures via training. In addition to this, detailed risk assessments are in place for the premises and for offsite visits to the park or farm. This ensures that potential risks are identified quickly so that children can explore their environment freely and independently.

Self-evaluation underpins the setting's ability to improve as the provider and practitioners regularly reflect on the quality of their practice, identify areas for improvement and attend regular training to keep abreast with changes and new developments within childcare and education. In addition to this the setting works closely with the early years advisory team and the self-evaluation form is used as a guide to identify key strengths and areas for improvement.

The quality and standards of the early years provision

Children benefit from a challenging and stimulating Montessori curriculum which effectively complements the principles and themes of the Early Years Foundation Stage framework. So as a consequence, children make good progress in their learning and development. Practitioners have a clear awareness of children's starting points and capabilities and systems are in place to monitor children's on-going progress in the form of progress reports, samples of children's work and observations. Activities are generally well planned and focus on the six areas of learning. Outdoor provision is available to children during set times of the day and provides opportunities for children to practise physical skills such as throwing, catching, and negotiating space. However, planning for outdoors does not always clearly identify how learning will be further extended for all children. In addition to this, opportunities for older or more capable children to further develop their large physical skills, is not always evident during outdoor play. Nonetheless, good planning of the indoor space ensures that the learning environment is enabling and well organised, promoting children's independence and autonomy. In addition to this, children are familiar with the daily routine and have access to a balance of adult-led and child-initiated activities, helping them to feel confident and secure.

Children flourish because practitioners have high expectations of their behaviour and learning throughout the day. They implement a variety of teaching strategies which help to develop and extend children's learning and interests, for example, practitioners use focused activities, individual and small group work and effective questioning to stimulate further discussion and exploration. Children make good progress in their communication, language and literacy skills and benefit from an environment that is rich in print and symbols. They confidently express themselves through singing and storytelling and engage in a wide range of activities that stimulates and develops their creativity and imagination. For example, they enjoy making and decorating angels for Christmas, painting, arts and crafts, drawing, music and movement and have access to extensive role play resources, encouraging self-expression.

Children have ample opportunities to explore and use their growing knowledge of number and problem solving during everyday practical activities. Geometric cubes, prisms and number rods help children learn about comparison, shape, matching and counting. Furthermore, they regularly engage in practical discussions about concepts such as addition and subtraction, calculation and shape, when discussing the size and shape of a birthday cake during group activities. They discover a range of ways to investigate their natural and constructed environments through planned topics about the weather, nature, different countries and cultures, as well as a variety of festivals such as Diwali, Christmas and Hanukkah. In addition to this, there are a wide range of resources and materials reflecting diversity which contribute to children's knowledge and understanding of the world around them. Children undertake topics where they can learn about different parts of the body as well as the benefits of healthy eating and exercise. They are actively involved in the preparation of healthy snacks such as fruit and are encouraged to help themselves to water via the drinks dispenser during the day. Consequently increasing their independence and healthy eating habits.

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?	2
How well does the provision promote inclusive practice?	2
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.