

Great Learners Montessori Nursery

Inspection report for early years provision

Unique reference number EY360232
Inspection date 09/10/2008
Inspector Pauline Nazarkardeh

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Great Learners Montessori Nursery is one of four privately owned nurseries and is located in Golders Green, in the London Borough of Barnet. The nursery occupies the second floor of the building using three adjoining open plan rooms which can be separated with the use of the sliding doors. There is an enclosed area available for outside play. Opening times are from 08.00 to 18.00 each weekday of the week, all year round. The setting promotes children's learning through the Montessori approach to early education.

A maximum of 37 children from one year to the end of the Early Years Foundation Stage may attend the nursery at any one time. Currently there are 14 children aged two to five years on roll. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs four members of staff, all of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children make good progress in their learning and they are well supported by qualified and experienced staff. Planning for individual children is effective, additional development needs are identified and appropriate action is taken to support children including working closely with parents and others. The nursery is well organised and provides children with many opportunities to develop their independence. An effective systems in place to evaluate practice, staff regularly attend training as part of their ongoing development. Children benefit from the setting's approach where all children are valued as individuals and cultural differences are positively acknowledged and celebrated.

What steps need to be taken to improve provision further?

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

- formalise the process of assessing children's starting points
- extend the resources which support children who speak English as an additional language
- develop the planning for the use of the outdoor area

The leadership and management of the early years provision

The setting is very well led, the owner/manager is on site and available to support and guide staff. The methods used to evaluate the provision are effective and lead to constant improvement. This is an ongoing process with systems in place to

secure yet further improve in the future.

The setting provides a wide range of good quality Montessori materials as well as addition resources. The environment is very well organised, child friendly with a balance of adult led and child initiated activity. This ensures that children make progress whilst enabling them to develop their independence skills. Opportunities for children to learn outdoors is limited as planning for the use of the outdoor area is currently restricted to children's physical development.

Staff are effectively deployed, ensuring that children are well supervised during activities. They have a clear understanding about how to keep children safe. Risk assessments successfully identify safety issues, staff have a good knowledge of appropriate child protection procedures and good hygiene is practised by staff and children.

The setting works very well in partnership with others. The nursery has clear links with the local authority and other professional bodies in order to support the children attending. All of the required records, policies and procedures are in place. Staff have a clear understanding of how to apply these policies into practice and they are readily available to parents. All records and information relating to individual children are in place, well maintained and effectively stored to ensure confidentiality. However, the setting needs to formalise the process of assessing children when they first start at the nursery.

The quality and standards of the early years provision

Children enjoy their time at the setting and are making good progress in all areas of learning. Staff have a comprehensive knowledge of the Early Years Foundation Stage and use this with the Montessori curriculum to plan a leaning environment that offers children a wide range of worthwhile activities. Staff make regular observations of children, they use this information to assess children's progress and to plan future learning. Excellent displays of photography, posters and children's work make the well organised environment welcoming to the children. All of the resources are presented on low level storage units allowing children to confidently select their own materials. When they are finished they take responsibility for replacing them, this helps to develop children's independence.

Children are given many opportunities to learn about the world in which we live. Displays help children to identify different counties in the world, such as, India, China, Greece and South Korea. By planting seeds and helping to care for the plants they learn about nature. Children use the computer with skill using the mouse to 'click' and successfully create patterns. Children who speak English as an additional language are valued and staff learn key words to communicate with them, however, the resources needs to be extended.

Good provision is in place for the meals, which are balanced and reflect children's individual dietary and religious needs. Mealtimes are a social occasion where children sit and eat together, and where staff are on hand to encourage independent feeding. Children enjoy the exciting snack bar where they are

encouraged to use a selection of cutlery, cups, plates, pour their own drinks and help themselves from a range of healthy snacks.

Children's safety is given good priority, staff carry out an effective risk assessment which ensures that the necessary action is taken to keep the premises safe. Children are knowledgeable about safety as they carefully walk up and down the stairs and during their play. Security of the premises is good and all visitors to the setting are required to sign in and out.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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

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.