

Sudbury Hill Montessori School

Inspection report for early years provision

Unique reference number	EY359128
Inspection date	05/11/2008
Inspector	Jennifer Devine
Setting address	Sudbury Hill Montessori School, All Hallows Church Hall, Greenford, UB6 0PR
Telephone number	020 8422 2427
Email	
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

Sudbury Hill Montessori School is owned by a private provider. It registered in 2007 and operates from a church hall at All Hallows Church in Greenford, in the London Borough of Ealing. Children have the use of two rooms on the premises and all children have access to an outdoor play area. The school may care for no more than 46 children from two years to under six years; of these, not more than four may be in the later years age group. The school is open Monday to Friday, from 08:00 to 15:00, during term time only. There are currently 11 children on roll. The school employs five staff, two of whom hold Montessori qualifications. The remainder of the staff team are currently working towards a Montessori qualification. The provider is also registered on the compulsory part of the Childcare Register.

Overall effectiveness of the early years provision

Children are happy and settled, and effective systems ensure that children's individual needs are recognised and met. All aspects of children's welfare and learning are promoted and consequently they are making good progress towards the early learning goals. Effective monitoring systems ensure the provision continuously improves. The staff team work very well together and through regular discussions they identify the strengths and weaknesses of the provision and look for ways to develop. The partnership with parents is strong and ensures good relationships are developed, which impacts on the good progress that children make.

What steps need to be taken to improve provision further?

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

- enhance the resources available to enable children to access a full range of creative materials.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that risk assessments for all outings are undertaken (Safeguarding and promoting children's welfare)

28/11/2008

The leadership and management of the early years provision

Clear and robust recruitment procedures are in place, which ensures that all adults working with children are suitable to do so. Effective induction systems inform new staff of all the relevant information to ensure they promote children's welfare and development. All staff have a good understanding of the safeguarding policy and

know what action to take if they were concerned for a child. Staff are deployed appropriately to ensure children's safety and well-being. Regular meetings with staff ensure that information is shared and all the staff team are included in decision making for the provision. Staff have generally good opportunities to attend training to develop their skills further. Required documentation, including risk assessments for the premises, is in place and this ensures children's safety is maintained. Although a risk assessment has been conducted for outings to the post office there are currently no risk assessments for the daily outings. The partnership with parents and carers is good. They are warmly welcomed into the setting and are encouraged to share information about their child to enable good working relationships to develop. The staff are always available to discuss a child's day and the progress they are making. Currently, there is no key person system in place but the provider is working towards developing this to continue to meet the needs of each child. Parental comments indicate that they are extremely satisfied with the care and educational provision their children receive.

The quality and standards of the early years provision

Children are happy and settled in their environment. They are making good progress in all areas of their development as the resources enable children to be spontaneous and independently select activities from open, low level shelves. Children confidently select their chosen activity and spend long periods of time concentrating on the task. They understand about tidying away and return the activity to the shelves before moving onto another task. There is a strong focus on children's social development within the setting and children learn about the importance of sharing, good manners and respecting each other. Children greet their friends and teachers on arrival, and say goodbye and shake hands when they leave later on in the day.

Staff have good systems in place for observing children's development and recording the next steps for learning. They use Montessori methods for recording the children's progress which clearly show whether a child has developed an understanding of a concept or activity.

Children learn about the importance of good health as they learn about good hygiene, eating healthy foods and the importance of regular exercise. Children can help themselves to a range of healthy snacks and drinks throughout the day as they wish. Children learn about keeping safe as they take part in regular fire evacuation practices and talk about the importance of holding hands and staying together when going out for a walk.

Staff make good use of the outdoors. Every morning, the children go for a walk around the local neighbourhood where they experience various interesting situations to talk about. Recently the children met the postman delivering the letters and stopped to talk to him. This developed an interest for the children, who later on created their own letters, went to the post office to post them and then received them back. This helped to develop children's knowledge and understanding of the local community whilst encouraging their mark making or handwriting skills.

Children have opportunities to be creative when using the resources and materials freely available. They enjoy activities such as gluing, easel painting and play dough. However, children are slightly limited in accessing a full range of materials which prevents them from making choices from different mediums for their creative development.

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory 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.