

Mouse House Montessori Nursery School

Inspection report for early years provision

Unique reference number EY366864
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Inspector Linda Close

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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).

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

Mouse House Nursery School opened in 1988 and was re-registered in 2005, and again in 2008. It is part of a small chain of nurseries that are privately owned. The nursery operates from premises converted from industrial use to a modern nursery building which is located in a residential area in the London Borough of Wandsworth. There are two large rooms on the first and second floors of the building and another room on the ground floor which is used for indoor sporting and dance activities. Each floor has children's toilets and kitchens. The nursery serves the local area. There are currently 88 children from two years to under five years on roll and 54 were present at the time of this inspection. Approximately one fifth of the children on roll are learning English as an additional language and a small number of children have learning difficulties. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The nursery opens five days a week during term time. Morning sessions are from 08:45 until 12:00 or 9:00 to 12:15. Afternoon sessions are from 12:45 to 16:00. Full day sessions are from 08:45 until 15:30. Children attend a variety of sessions. A summer school is provided during the first three weeks of the break for children attending the nursery. Summer school sessions are Monday to Friday from 09:30 until 12:30. Access to the lower and first floor rooms are level or via a gently sloping ramp. Access to the first floor is via a flight of stairs.

There are 17 members of staff who work in the setting and almost all have early years qualifications. Seven members of staff are involved in level 3 management training. Additional staff work with the children and they are brought in from other settings in the group as and when required to maintain appropriate ratios of adults to children. The Montessori Teaching method and some traditional teaching strategies are used to promote children's learning and development.

Overall effectiveness of the early years provision

Staff recognise the uniqueness of every child who attends the nursery. They have an excellent knowledge of each child and they work hard to ensure that every child's needs are met. The children are making significant progress towards the early learning goals given their starting points. Staff ensure that the children who are learning English as an additional language, children with learning difficulties and children from all cultures and backgrounds have access to resources and activities that help them learn. The staff work together very well to continuously review and improve the nursery's provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encouraging parents to share and contribute to their child's Learning Journey files.

The leadership and management of the early years provision

Strong and effective management ensures that high standards are maintained in the setting. Room leaders work with the staff to provide a balanced range of adult-led and child initiated activities. The manager carefully monitors the planning and teaching and she ensures that the deployment of staff keeps the children safe and supports their learning. Systems of appraisal are firmly embedded in the setting. All members of staff work with the manager to identify areas of strength in their work, areas of particular interest and training requirements. All staff are strongly encouraged to attend training courses to meet the needs of the nursery and for their own professional development. All of the required documents and records are neatly and correctly kept. Staff are checked for suitability at the time of their employment. All staff are fully aware of child protection issues and procedures and they all attend regular refresher training which helps them to safeguard the children exceptionally well.

Staff have established valuable links with parents and carers. Contact books are passed back and forth between nursery and home so that the adults can share important observations and information. Parents say that they find the weekly newsletters particularly helpful in keeping them up-to-date with nursery news and future plans. They also commend the curriculum events that are held annually at the nursery and they value the written reports prepared for them by the staff. Parents are a strong link between the staff and outside agencies, including speech therapists and support workers from the local authority. This enables the staff to give children the support that they need in the setting. Parents have every faith in the staff and they speak to them often. However, parents do not regularly see and contribute to the children's 'Learning Journey' files.

Staff meet regularly to evaluate their work with the children. They have also held meetings to review the comprehensive self-evaluation document that has been compiled for the setting as a whole and they pool their thoughts and ideas to find ways to improve the provision for the children. Staff ensure that the self-evaluation document highlights strengths and a few minor issues for improvement.

The quality and standards of the early years provision

Staff are exceptionally well informed about the requirements of the Early Years Foundation Stage. They plan with great care to ensure that children experience enjoyable and worthwhile experiences. Their teaching skills and their thoroughness ensure that the children make excellent progress in their learning. Staff observe the children and note their responses to their activities. They identify what the children need to learn next and provide learning opportunities that meet the developmental needs of every child.

Staff speak clearly to the children and they observe them and ask them questions

to check their understanding. They support children's language development and their early literacy skills very well and this is evident in the delightful examples of children's mark making that are displayed in every area. Children see labels and notices in the corridors and in their rooms that show them how writing is used. They have easy access to a wide range of good quality books in all rooms. Children store their finished work in their own labelled tray which they find with ease. Staff nurture clear speech through patient explanation and their own clear ways of speaking.

Staff base their teaching on the Montessori philosophy of education. They also use traditional teaching methods to good effect. Children work in small and large groups and they respond very well to stories. They confidently select art materials in the craft area and they use them with abandon to make very attractive pictures and models. The whole setting is used to display children's art work and the upstairs area in particular is beautifully decorated with pictures and collage, making a colourful and attractive learning environment for the children.

All children take part in valuable music, drama, sport and dance activities led by specialist visiting teachers. Staff ensure that children who attend in the afternoon also benefit from these sessions which demonstrates their wholehearted commitment to inclusion. Staff take children to a local park every day taking great care that the children are safe at all times. However, they do not limit the children in climbing and scrambling on the sturdy fixed equipment in the park which helps children to gauge risks for themselves. Staff are exceptionally well informed about allergies and health issues. They enforce a 'no nuts' policy to keep all children safe. Meals are not prepared in the setting but snacks are healthy and discussions and routines help children to learn about sensible eating and good hygiene.

Staff are very polite and kind in their management of the children's behaviour and this is a particular area of strength in the setting. They are patient and they explain clearly why children must share and take turns with favourite toys. Throughout the inspection the children were lively, busy, happy and well behaved. Staff help the children to develop skills that contribute to their future economic wellbeing. They successfully foster children's early literacy and numeracy and the children are curious and confident. They make good use of a modern computer showing well developed mouse control and programme selection and navigation skills.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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.

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.