

# Streatham Montessori Nursery & Day Care

Inspection report for early years provision

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<b>Unique reference number</b>	144717
<b>Inspection date</b>	28/09/2009
<b>Inspector</b>	Angela Ramsey
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Streatham Montessori Nursery was registered in September 1998. The nursery operates from a converted residential property in Streatham Hill in the London borough of Lambeth. Children have access to four activity rooms and an outdoor play area.

The nursery supports children who use English as an additional language or have identified special educational needs and/or disabilities. A maximum of 34 children aged under 6 years may attend the nursery at any one time. The nursery is open 51 weeks a year from 08:00 - 18:00. Children can attend a variety of sessions. There are currently 49 children on roll.

The nursery employs 12 members of staff. Of these, nine have qualifications in Montessori teaching and early years childcare, one member of staff is currently working towards a level 3 qualification.

Streatham Montessori Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning and development. This is due to the staff team devoting time to planning and providing a variety of activities and experiences which meet children's individual needs and interests. Children's welfare is well promoted and this, together with the high importance placed on continuous improvement, results in happy and confident children.

## **What steps need to be taken to improve provision further?**

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

- provide further opportunities to develop children's outdoor experiences
- ensure a method of recording complaints and their outcome is kept

## **The effectiveness of leadership and management of the early years provision**

Comprehensive policies and procedures have been devised and shared with parents. These policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. Good systems are in place for staff recruitment. These systems ensure that the children are cared for by staff who are suitably qualified and who have been appropriately vetted.

All staff have attended safeguarding training. This ensures staff are aware of the

procedures to follow should a concern arise. Potential hazards are managed well due to the conducting of risk assessments, which serve to ensure children's safety. Although the management team are aware of the procedures for dealing with complaints, a method for the recording of complaints and their outcome is not in place.

The staff team have a good knowledge and understanding of child development, which enables them to meet the children's individual needs well. Staff are provided with opportunities to attend training, which further increases their knowledge of child development and keeps staff up to date with childcare initiatives.

Inclusive practice has a beneficial impact for all children. Staff value equality and diversity; children learn about each other and other cultures through books and the celebrating of festivals. Staff have a good knowledge of each child's individual background and needs. Effective links with parents/carers and other agencies or services, such as speech and language therapists, have been formed. This ensures that each child receives the support needed.

Partnership with parents/carers is outstanding. Parents/carers are fully involved in their children's learning. Staff talk to parents on a daily basis and complete observations and assessments of children's progress and development. Regular newsletters and information on the parents' notice board keep them abreast of up and coming events. Parents are also provided with reports which detail their child's achievements.

Parents were keen to make their personal views known during this inspection. All comments were positive. Parents highly commended the staff team for being supportive, attentive, kind and caring. All said that their children are happy, well cared for and they praised staff for providing a stimulating and fun learning environment.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive in the stimulating environment. Staff are attentive to children's individual needs and interests. Staff have a good understanding of the Early Years Foundation Stage and the Montessori method of teaching and support children's learning and development.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Photographs of the children illustrate the wealth of learning opportunities provided. An effective system to track the children's progress has been implemented. Children's achievements are recorded under each area of learning and the next steps are planned for. This ensures that children are sufficiently challenged and their individual needs for learning are met.

Staff plan and provide a wealth of enjoyable activities, which both supports and challenges children's development. Children aged under two years enjoy exploring

objects and materials. For example, staff mix together oats and water and using their senses of sight and touch, children investigate the mixture. Younger children become active learners as they self-select from a range of playthings and resources that have flaps, knobs, keys and buttons to press.

Stimulating resources and activities are available for children to choose from. Children are able to be independent as they choose which activities to take part in. The room is set up in areas. When at the sand and water trays, children are able to choose items that they wish to use, such as buckets, spades, moulds, sand and water wheels, sieves and plastic bottles.

Opportunities for children to write and mark make are also provided, for example, paper, scissors, pencils and felt tip pens are available. Role play is a favourite activity as children enjoy caring for and dressing their 'babies'.

Children effectively develop skills that will support them in the future. They use numbers in their play and during conversations. For example, they tell the inspector how old they are. Children use numbers and number language as they manipulate play dough. For example, they count objects by saying one number name for each item. Children also demonstrate an understanding of quantity as they use number language such as 'more' and 'a lot'. Opportunities for sorting and sequencing are provided as children can self-select from a variety of resources such as knobbed cylinders that graduate in size from small to large. Children are also able to participate in French classes.

Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy the outdoor play space. Here, children have daily opportunities to enhance their physical skills as they pedal tricycles, ride scooters and climb on the climbing frame. They can also throw, kick and roll balls and play with hoops. Crates provide objects to balance and climb on. However, further opportunities to develop children's outdoor experiences are required. Healthy meals and snacks are also prepared on the premises by the nursery's cook. Children's individual dietary requirements are catered for. Staff enable the children to understand the importance of taking care of their bodies by eating healthy meals, for example, fruit, vegetables, raisins and meals, such as dal and rice.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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