

# The Four Seasons Montessori

Inspection report for early years provision

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**Unique reference number**

EY152665

**Inspection date**

11/03/2009

**Inspector**

Jane Mount

**Setting address**

Mill Hill Park Pavillion, Mill Hill Park, Daws Lane, London,  
NW7 4SD

**Telephone number**

0208 201 1199

**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

The Four Seasons Montessori Nursery School was registered in 2002 and is one of two nurseries owned by the proprietor. It operates from two rooms within a pavilion building. The pavilion is situated within the grounds of Mill Hill public park, within the London Borough of Barnet. The nursery is open each weekday during term-time from 09:15 until 12:00 with a lunch club provided until 12:50 on Tuesdays, Wednesdays and Thursdays. Afternoon sessions are sometimes available and the setting operates during some school holidays. Children have supervised access to an enclosed outdoor public play area. The nursery serves the local area and the wider community.

A maximum of 16 children in the early years age range may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 12 children on roll in the early years age range and the setting provides funded early years education. The provision supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The Four Seasons Montessori Nursery School employs three members of staff and includes the manager and one member of staff who both hold appropriate early years qualifications. One member of staff is currently working towards an early years childcare qualification. The setting operates in line with the Montessori educational philosophy.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good and the setting provides effectively for children in the Early Years Foundation Stage (EYFS). Excellent partnerships with parents and carers ensures children's individual needs are met and an inclusive and welcoming environment is provided to all. A committed staff team effectively implement the setting's policies and procedures to ensure children are safe and their welfare is fully protected. Children are making good progress in their learning and development as staff support children well and provide an enabling environment to promote independent play. The provision has a positive attitude to improvement and have begun to implement a formal quality improvement process.

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

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

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

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

The setting is committed to fully implementing the EYFS framework. Staff have worked hard to develop a secure knowledge and understanding of the framework and this is reflected in their practice. All required documentation to ensure the safe and efficient management of the provision is in place and records, policies and procedures are well-organised and informative. Children's welfare is protected and recruitment and vetting procedures ensure staff are suitable to work with children. Professional development and on-going training takes high priority. Staff regularly update their knowledge and have attended an extensive range of courses. The setting is aware of its key strengths and has identified some areas for future development. Recommendations made at the last inspection have been successfully addressed and some processes are in place to monitor and assess the quality of the provision. For example, policies and procedures are regularly reviewed and updated and regular staff meetings are used to evaluate the quality of the provision. A self-evaluation system to monitor and extend effective practice and to ensure continued improvement is in the early stages of development.

Arrangements for safeguarding children are robust. Risk assessments ensure the environment is safe and any potential hazards are identified and minimised and children's safety and well-being are fully protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's welfare is protected because staff have a secure knowledge of child protection. An informative safeguarding policy is in place which details how children's welfare is protected and staff have a secure knowledge of how to protect children from harm. Effective staff deployment and good use of space and resources ensures an environment that is safe and fully inclusive. As a result, children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery.

Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the nursery and their children and parents' views are actively sought. A key person system is in operation and daily verbal communications with parents and carers ensures children's individual needs are fully met and they receive continuity in their care. Parents are kept informed of their children's progress and achievements, and are encouraged to be actively involved in their learning. For example, parents are invited in to participate in story time and they enjoy coming in to read stories to small groups of children. The setting liaises with other early years providers to ensure continuity and to promote the integration of care and education. For example, effective links have been forged with the local schools.

## **The quality and standards of the early years provision**

Staff are pro-active in implementing some effective strategies to promote and safeguard children's health and well-being. Children are beginning to learn how to

stay healthy and about personal care routines. For example, they are reminded to wash their hands before eating and after going to the toilet and discuss the reasons for doing so. Posters in the bathroom are used as visual prompts to remind children to flush the toilet and to use soap when they wash their hands. When asked, children are able to confidently say they wash their hands to wash away any germs so they don't become unwell. Children have opportunities to learn about healthy eating through discussion and planned activities such as when they participated in the healthy eating project. Children know it is important to eat plenty of fruit and vegetables and they are provided with healthy food choices at snack time. Snack time is also used as a time to promote independence and to encourage social interaction. For example, children keenly participate in preparing the food for snack time including laying the tables and cutting up and serving portions of different fruits out to their friends while discussing which are their favourite fruits to eat. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement from staff ensures children develop high levels of self-esteem. Children are respected and highly valued as individuals and in turn, are learning to respect each others differences and to manage their own behaviour. They play an active role in the setting and this results in them being secure in their surroundings and feeling confident in making choices. Staff reinforce sharing and respecting each others feelings.

Planning, assessment and observation systems have been reviewed and staff have worked hard to implement new systems in line with the EYFS framework. They use the framework to plan activities which are adapted to meet the individual needs of children. They understand that every child is unique and work closely with parents to ensure children's individual needs are met. Curriculum planning is linked to the six areas of learning and goes with children's interests. Staff monitor children's learning through regularly observing and assessing individual children to identify their progress and achievements over time. Assessment records show how children are progressing and this information is used to inform future planning. Consequently, children are motivated in their play, have a positive attitude to learning and are making good progress towards the early learning goals. Staff support children well and create an enabling environment. Children's home languages and individual cultures are fully valued and respected. Adult-led and child-initiated activities are well-balanced to encourage children to be active learners. The environment is organised so children can freely access most resources which helps them make choices and promotes their independent development. For example, children confidently go to the toilet on their own and put on their own aprons for an art activity. Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis, such as painting, cutting and sticking or play dough. For example, children delight in the sensory experience of feeling paint on their hands and fingers as they mix colours together on the paper. They regularly experience music and use their imaginations and listen and respond with enjoyment when looking at books and listening to stories. Children's physical skills are fostered with many opportunities to exercise. Children have access to resources that develop their knowledge and understanding of the world and technology. Staff promote a positive awareness of diversity through discussion and many activities. For

example, they recently discussed different languages and investigated different writing styles and children enjoyed seeing their names written in Mandarin. Children regularly participate in activities that further develop their understanding of the environment including weather, seasons and the natural world with the outdoor environment used to its full potential. Children develop confidence and understanding in problem solving, reasoning and numeracy. Mathematical concepts are reinforced through the daily routine and include a varied range of activities which involve numbers, shapes and patterns. For example, children confidently talk about quantities when pouring drinks at snack time and discuss different shapes when painting.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.