

Harmony Montessori Nursery School

Inspection report for early years provision

Unique reference number EY284943
Inspection date 04/03/2009
Inspector Jennifer Devine

Setting address Preston Park Cricket Pavilion, Preston Park, College Road,
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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).

Description of the setting

Harmony Montessori Nursery opened in 2004 and operates from a building located in the grounds of Preston Park in Wembley, in the London borough of Brent. All children have access to a small outdoor area but they can also use the park for outdoor play.

The nursery is open each week day from 08:30 to 15:30 for 42 weeks a year. The nursery is registered to care for a maximum of 44 children from one year to under five years at any one time. There are currently 50 children on roll. The setting is in receipt of funding for nursery education for children aged three and four years of age. The nursery supports children who speak English as an additional language. The nursery employs 10 staff, of whom six hold appropriate childcare qualifications, and/or Montessori qualifications.

The nursery is registered on the Early Years Register.

The nursery follows the Montessori educational philosophy and has been accredited by Montessori Education UK.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff know the children well and plan an exciting curriculum to meet their needs and interests. The setting is well resourced with a range of Montessori equipment which ensures all areas of learning are promoted and this results in children making good progress towards the early learning goals. Effective monitoring systems ensure the provision continuously improves. 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:

- develop methods for obtaining information on children's cultural backgrounds
- develop ways of including and displaying signs or labels in additional languages to assist with communication
- ensure children have access to the outdoors everyday
- continue to develop assessment methods so that children's next steps for learning are clearly identified.

The leadership and management of the early years provision

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) and incorporate the curriculum successfully with the Montessori philosophy of teaching.

Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitable to do so. New staff have an induction period

which ensures they are given all the relevant information they need to promote children's welfare and learning.

Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned about a child.

There are effective systems for self-evaluation in place which staff share together and routinely reflect on their practices to bring about improvements. Staff are encouraged to attend training courses to update and extend their knowledge. All documentation is in place as required. Risk assessments are conducted and reviewed regularly and this ensures children's safety is maintained. Although the nursery obtains information on children's starting points when they are settling in, information on each individual child's cultural needs are not always clear and this prevents children's needs being fully understood.

Partnership with parents is good. Parents are warmly welcomed into the nursery everyday. Staff are available to discuss a child's day and the progress they are making. Formal parents meetings are held regularly to discuss observations and assessments in more depth. Parents can access their child's portfolios at any time. Newsletters every term and yearly workshops keep parents well informed about nursery life and the EYFS. 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 their development as the resources enable children to be spontaneous and make choices of activities from the low level shelving. Children's independence is strongly fostered within the nursery. They are given opportunities to develop their self help skills with everything they do. Children know where to find the broom to sweep or mop water from the floor. They can choose when to eat their snack during the morning and help themselves to a plate and cup, and can cut up their chosen fruit. When they have finished they happily wash and dry their utensils. Children serve their own lunch and can make decisions about how much food they would like to eat. Children take themselves to the bathroom and know they must wash their hands after using the toilet.

The nursery atmosphere is generally calm, with children absorbed in their chosen play. Each day staff take turns to carry out direct work with groups or individual children, or take time out to observe children's play. The other staff spend their time supervising the children and helping them if they require support. Children enjoy a range of Montessori activities and either play alone or together. They are developing their pre-writing skills as they draw intricate pictures with lots of details added and attempt to write their names on their work. They enjoy easel painting and experiment with mixing the colours. They sit for long periods cutting and sticking various materials and creating individual pictures.

Children's understanding of numbers and counting are developing as they use a range of the Montessori equipment. They are able to position numbers one to ten and then match up with the same number of beads. Children thoroughly enjoy a wide range of construction bricks and make tall towers using different sizes and shapes.

Children have fantastic opportunities to explore their environment outdoors in the park. They enjoy going on nature walks and investigating the park life. They look

closely at the plants and examine the different types of flowers. They thoroughly enjoy the varying types of trees within the park and have a wonderful time trying to climb some of the low level trees and swinging from them. However, children do not get the opportunity to go outdoors everyday for energetic play and this results in some children's energy levels rising and them finding it difficult to concentrate. Children who speak additional languages are well supported in the setting. A number of staff speak additional languages and some key words are obtained from parents. However, there is limited signs or labelling in other languages or picture symbols to assist further with communication skills.

Staff have a good understanding of planning for individual children's interests and have generally effective methods in place for observation and assessments.

However, not all records clearly identify the next steps for learning.

The nursery promotes a healthy eating lifestyle. Children have a freshly prepared vegetarian meal prepared daily by the cook and are offered a variety of fresh fruits for snack.

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 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 the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.