

# New World Montessori School

Inspection report for early years provision

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**Unique reference number**

EY375370

**Inspection date**

01/07/2009

**Inspector**

Kim Mundy

**Setting address**

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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 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**

New World Montessori School originally opened in 2005 and was re-registered due to a change of premises in 2008. It is one of two Montessori Schools owned by this private provider. The school is situated in St Peter's Church hall in Ealing in the London borough of Ealing. Children have access to a main play hall and an enclosed outdoor play area, all of which are on one level. The school is open each weekday from 09:15 to 12:30, term time only.

A maximum of 26 children may attend the setting at any one time. There are currently 26 children on roll, of these 20 are in receipt of funding. Children attend for a variety of sessions. Systems are in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting employs four members of staff of whom all hold appropriate early years qualifications. The nursery is registered on the Early Years Register. It also follows the Montessori ethos of teaching.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The nursery has systems in place to monitor and continuously improve the service for children and their families. Staff plan a well-balanced curriculum to help children to make good progress in their learning and development. They also provide a hygienic, safe and secure environment in which children freely explore and investigate. Positive partnerships with parents, carers and other professionals enables children's individual needs to be met.

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

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

- strengthen the systems for finding out about children's developmental starting points from parents
- develop children's opportunities to be involved in planning for their individual learning
- build on equipment and resources to extend and enhance children's role-play experiences.

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

Children are happy and settled in the nursery. The rigorously recruited staff are kind and caring, and together with parents' support children's individual needs are being met. Children are safeguarded because staff maintain an up-to-date knowledge and understanding of child protection issues. Systems are in place to

ensure that children are safe and secure in the nursery, and on outings. Children's well-being is promoted, for instance, accidents and medication administration are comprehensively recorded. Procedures for monitoring children's arrival and collection times are robust. Relationships between staff and children are good, and children relate particularly well to their key person who oversees their progress and needs. Regular meetings with staff ensure that information is shared and that all are included in decision making. Training opportunities enhance staff morale and effectiveness, ensuring continuity for the children.

With the provider's support the new manager has made significant changes since the last inspection to improve the service to maximise the benefits for the children. Self-evaluation is accurate and enables the setting to identify and prioritise areas for development, and then to address them well. The staff recognise the need to develop the way in which they gather information about children's developmental starting points and to involve them in planning for their own learning.

A key strength is the way that the nursery reaches out to parents and carers. Good information is provided, such as newsletters. Informal day-to-day discussions, termly progress reports and newsletters help parents to understand the curriculum topics which form the basis of the nursery activities. Children with learning difficulties and/or disabilities are particularly well included in learning and the life of the nursery. Parents are most complimentary about this aspect of provision.

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

Children help themselves to fresh fruits at the snack bar and the staff talk to them about

healthy eating. They are learning about healthy lifestyles through the routine of the day as they wash their hands before and after eating. Children are learning to take responsibility for their own safety, for instance, as they talk about stranger danger, road safety and practise the fire drill. They develop positive behaviour patterns that enable them to learn and to become sociable and caring. They are managed well and there is little disruption around the areas for learning. Children develop particularly affectionate relationships, for example, a child patiently waits for her friend to arrive before engaging in role-play together. Children confidently choose when to play indoors and outdoors, and tidy up at the end of a session. They enjoy a range of physical activities in and outdoors. Games such as Duck and Goose and spinning hula hoops helps them to develop control over their bodies.

Learning is promoted by the balance between adult-led activities and the choices that children make for themselves. Staff assess children's individual progress and plan for their next steps in learning, and this is significantly linked to the outcomes of the early learning goals. However, the system for recording children's starting points and capabilities is still in its infancy. Areas for learning are generally well-resourced. There is a wide range of Montessori equipment which complements other resources to support children's progress towards the early learning goals. However, further resources in the role-play area are required to fully enhance children's imagination and play experiences.

The curriculum is enriched by a range of visits, visitors and activities planned to enhance their knowledge and understanding of the world, for example, through discussions with visiting police officers. Children are caring for living things as they plant flowers and kidney beans. They are in awe of the creatures visiting the nursery, such as armadillo, skunk, lizards and owls. Children listen attentively to information given about the creatures and during a story, responding enthusiastically when asked questions by staff. Discussion times help them to develop good speaking and listening skills. Staff provide many mark making opportunities, for example, during a sand play activity when children found different animals they wrote down the numbers of each animal they found next to their picture. Several children are able to write letters and words, and draw recognisable pictures before they leave the nursery. Children are exploring and investigating as they mix paints together, handle animals, make play dough and artificial snow. They are increasing their understanding of technology as they use cash tills, telephones and design a microwave.

Children are developing an insight into cultural diversity as they celebrate festivals, listen to different types of music, use toys, books and dressing up clothes. Children with learning difficulties and/or disabilities, and English as an additional language make equally good progress because their needs are met by staff. Partnership with other professionals means that individual education plans support and promote children's individual learning. Children's positive experiences are helping them to develop an enthusiasm for continuous learning in the future.

## 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 |

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