

Bright Learners Montessori Nursery

Inspection report for early years provision

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EY388169

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Inspector

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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

Bright Learners Montessori Nursery registered in 2009, as a result of a change of ownership. It is privately owned and is situated in a church hall in High Barnet in the London borough of Barnet. It is an established nursery comprising of one main room. There is good access to the provision which is on the ground floor. Children also use a secure enclosed outdoor play area.

A maximum of 30 children in the early years age group may attend the nursery at any one time. Currently there are 41 children on roll in the early years age range. Children attend for a variety of sessions throughout the week. The nursery is open each weekday from 9:00 to 15:00 during term times, 39 weeks a year. Children with disabilities and/or learning difficulties are included. The nursery currently supports a number of children with English as an additional language.

The nursery employs six members of staff. All hold appropriate early years qualifications, including four qualified Montessori teachers. The setting is only registered on the Early Years register. The nursery follows both a Montessori curriculum and the guidance for the Early Years Foundation Stage. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children flourish in this stimulating and inspirational child-centred setting. They make excellent progress in their learning and development due to collaborative partnerships and rigorous use of observation and assessment. This ensures learning is individually unique and personalised planning supports the monitoring of their progress. The group ensures appropriate systems are in place to safeguard and promote children's welfare. They develop a very broad understanding about the wider world and have great respect for each other, which ensures an inclusive environment is established. The provision has a positive approach towards development which is evident within their ability to involve all staff, parents and children within their self-evaluation processes. The practitioner's superb energy, enthusiasm and vision ensures continuous improvement and means outcomes for all children are good.

What steps need to be taken to improve provision further?

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

- extend risk assessments further to include detail of each specific outing.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the premises are safe and secure and take necessary steps to prevent intruders from entering the nursery. (Safeguarding and promoting children's

31/07/2009

welfare)

The leadership and management of the early years provision

The manager of this setting demonstrates a commitment to providing good quality care and education for children. Secure recruitment procedures ensure children are cared for by staff who have relevant experience, qualifications and skills to do their jobs. Professional development is encouraged and staff regularly update their knowledge through attending appropriate courses. All staff are involved in an appraisal system and this enables them to identify their individual strengths, weaknesses and training needs. Most of the required policies and procedures for the safe management of children are in place. Detailed and effective risk assessments are undertaken regularly to enhance children's safety throughout the nursery areas and when using the outside area. However, these have not been extended to include a record of each specific outing. The hall also poses a detrimental hazard in that all doors are open access and it is used by other groups during the nursery's operation times. This impacts on the children's safety. Nevertheless, the nursery have considered the hazards and completed numerous action plans to minimise the risks and ensure that areas used by children are safe and they are closely supervised. Staff are well-deployed as they are successfully engaged with children at all times.

Children are appropriately safeguarded in this setting. All staff have attended safeguarding training and are aware of the procedures to follow should they have concerns regarding a child in their care. Effective steps are taken by the setting to monitor and evaluate the quality of its provision for children's welfare, learning and development. For example, through on-going self-evaluation and the seeking of staff, children and parental feedback. As a result, actions are well-chosen and carefully planned as staff are clearly focussed on helping children make good progress. Consequently, routines run smoothly on a day-to-day basis, resources are well used, monitored and rotated to encourage exploration and discovery. Staff work hard each day to set up an attractive, nurturing and stimulating environment that appeals to individual needs, likes and interests. As a result a fully inclusive setting is well-established.

Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the group. Children benefit from the outstanding partnerships established with parents and others and this significantly contributes to children's well-being. Staff have a good knowledge of each child's needs and backgrounds and value the diversity of individuals and communities. Staff positively make the most of diversity to help children understand the society they live in. Parents and carers are provided with excellent information about the nursery. For example, there is an informative entrance hall and notice boards, they receive regular newsletters and end of year reports, a parents pack is available and daily verbal feedback is prioritised. The well-established key person system further supports staff in meeting children's individual needs as they continually monitor all aspects of their welfare and

development. Parents are kept well-informed of their children's progress and achievements and are encouraged to be actively involved in their children's learning. Through discussions with parents it is evident that they have high levels of appreciation and respect for the provision.

The quality and standards of the early years provision

Staff demonstrate a confident knowledge and understanding of the Early Years Foundation Stage (EYFS) and are effective in helping children progress well in all areas of learning. Planning develops through regular observations and target weeks undertaken on all children. This ensures it is flexible and takes into account the interests and ideas of each child. For example, one particular request evolved from an idea about camping; this was successfully followed on from the holiday theme and adapted to a camping week, whereby children have opportunities to pretend to toast marshmallows on the play campfire and use sleeping bags, a tent and various other resources in their imaginative play. Planning is linked to the six areas of learning and is clearly informative. Assessment records and individual child profiles evidently show how children are progressing and this information is additionally used to inform future planning. Effective procedures are in place to enable parents to discuss and view their children's learning records, such as regular open evenings or daily communication. The introduction of the learning journals form provides further opportunities for them to contribute their thoughts and ideas to the individual planning for their child. Consequently, children are motivated in their play, have a positive attitude to learning and are making excellent progress towards the early learning goals in relation to their starting points.

A good focus on taking the lead from children supports them to be active learners. Staff skilfully encourage children to use their senses to explore their surroundings and make sense of the world. For example, through the Montessori practical life and sensorial activities such as pouring, cleaning and using various fabrics and natural materials in their play. Children benefit from the bright and accessible learning environment which they effectively utilise as they make independent choices about their play and exploration. Staff effectively support children's learning as they proficiently follow their interests and challenge them within their play. For example, when children are observing and drawing pictures of the class tent, they are encouraged to consider the shapes on the tent, how tall is the tent in relation to staff, who is bigger and they label their work with the word 'tent' followed by their own name.

Children are motivated learners as they enthusiastically engage within both adult-led and child-initiated activities. Children have regular opportunities to express themselves creatively and explore varied materials and media on a daily basis such as painting, chalking, cutting and sticking. Children have opportunities to experience musical instruments from around the world and various imaginative play situations. For example, children use their imaginations when going camping and enjoy snuggling into the tent, some enjoy acting out shopping scenarios, using tills to scan items bought from around the room. Children have extensive opportunities to develop their communication, language and literacy skills. They

listen and respond with enjoyment when joining in with stories, using various puppets and props. They have opportunities to become familiar with the written word, as they are taught sounds of letters and progress to word building and full recognition of words. Children develop a good awareness of the world around them through the use of a good range of natural materials, various positive images and planting and caring for growing things in the nursery garden, such as herbs and potatoes. Children learn about each other's home-backgrounds and cultures as they celebrate a wide variety of festivals within the setting. Children have access to information, communication and technology (ICT) resources, as they confidently utilise stationary gadgets, tape recorders and a computer within their play. Children develop confidence and understanding of numeracy with mathematical concepts reinforced through many activities which involve numbers, shapes, patterns and problem solving.

Staff are proactive in implementing effective strategies to promote and safeguard children's health and well-being. For example, children's health is protected as children learn how to stay healthy and about personal care routines. Children are provided with healthy and nutritious snack choices. Staff obtain relevant information regarding the dietary needs of all children and regularly review these to ensure children's needs are met. Mealtimes are used as a time to encourage social interaction. Children have opportunities to learn about healthy eating through discussion and activities. They are encouraged to drink water and enjoy independently pouring their own drink whenever they are thirsty. Children have regular opportunities to access fresh air and exercise in the outdoor area, in all weathers. Children enjoy exploring and playing outside with various equipment, such as scooters, bikes and balls. They also have access to different curriculum boxes that develop their interests in all areas of learning. The environment is generally safe and children are learning to keep themselves safe. For example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children's understanding of keeping safe is permeated throughout the setting as they learn how to use resources effectively and safely. Children are respected and highly valued as individuals. Consequently they are learning to respect each other's differences and to effectively and calmly manage their own behaviour. Children behave well and consistent praise and encouragement ensures that children develop high levels of self-esteem.

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?	1
How well are children safeguarded?	2

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?	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?	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

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