

# Montessori Neighbourhood Nursery School II

Inspection report for early years provision

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<b>Unique reference number</b>	EY392310
<b>Inspection date</b>	03/08/2009
<b>Inspector</b>	Helen Deegan

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<b>Type of setting</b>	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**

The Montessori Neighbourhood Nursery School II was registered at this site in March 2009. It is situated in a purpose built premises on the ground floor of a residential complex. The setting is privately owned and is located in Fulham in the London borough of Hammersmith and Fulham.

The nursery provides full daycare as well as sessions within the day for children aged from three months to under five years. The nursery serves the local area and families living in the surrounding London Boroughs. The nursery is open from 08:00 to 18:00 every weekday for 50 weeks per year. Children are cared for in age related groups using three base rooms and quiet areas. There is an enclosed outdoor play area and children will be accompanied to use communal outdoor spaces within the complex.

The setting is registered by Ofsted on the Early Years Register. The nursery primarily follows the Montessori philosophy of education. There are 13 staff in total; 10 work full-time and three work part-time. The manager and almost every other member of staff hold Montessori qualifications to level four. There are 54 children in the early years age range on roll at present. They aim to support children with special educational needs and those learning English as an additional language.

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

Overall the quality of the provision is satisfactory. An effective system is in place for observation and assessment and staff plan for the next steps in children's learning. However, the lack of resources limits children's opportunities to develop equally in all areas. Staff are kind to the children but do not always receive sufficient support to enable them to fully understand their responsibilities. Managers do not continually evaluate their practice and this leads to weaknesses not being identified. Children learn about diversity as they play with some resources which positively reflect different race, culture, disability and language.

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

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

- ensure that all people aged over 16 who work on the premises are suitable to do so (with particular regard to occasional office staff)
- make regulatory policy information easily available to parents
- ensure that children do not sit for inappropriately long periods at adult led activities
- complete a thorough risk assessment of the outdoor area and take any steps necessary to minimise risks, with particular regard to objects falling from the balconies above.

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

- sufficient resources must be provided to ensure that every child receives an enjoyable and challenging experience that is tailored to meet their individual needs and that a welcoming and stimulating environment is created (suitable premises, environment and equipment) 25/08/2009
- implement clear systems for monitoring and supporting all staff's practice to ensure that they have a clear understanding of their roles and responsibilities (qualifications, training, knowledge and skills) 25/08/2009

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

Staff to child ratios are easily met and most staff are qualified to level four. Regular staff meetings and appraisals take place and staff are supported to attend ongoing training. However, specific training needs are not always identified and addressed at the earliest opportunity. Managers do not ensure that all staff working in the office are vetted to ensure their suitability. Furthermore some staff who work with the children do not fully understand the key person system. Children's welfare is therefore compromised.

Whilst managers welcome support through training provided by the local authority, systems to effectively monitor and evaluate the provision are not fully developed. This leads to weaknesses not being identified. They have devised an effective method of observing children's achievements and use the information to plan for the next steps in their learning. However, they do not ensure that sufficient resources are provided which create a stimulating environment and allow children to develop and learn in all areas.

Parents receive regular newsletters and daily written feedback is provided for parents of babies and toddlers. Important policy information is provided in the prospectus but is not available for easy reference on parents' notice boards. Parents are asked to provide detailed information about their child's care and development needs when they begin at the setting to enable staff to meet their needs as fully as possible.

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

Children have good opportunities to develop their independence as they prepare their own snacks, help themselves to food at mealtimes and clear away their plates. They learn about the environment as they grow vegetables and play with natural objects. Staff provide stories and singing as part of the daily routine and children have daily opportunities to play in the outdoor area on trikes and rockers. However, children have very few opportunities to play imaginatively and create things of their own design. In some group rooms children sit at adult led activities

for periods of time which are inappropriate to their age and stage of development. This leads to children losing interest and becoming bored. Children have limited opportunities to progress across all areas of learning because of the poor selection of resources which are provided for them.

Staff are kind and sensitive towards the children. Some staff sit with them at their activities providing help and encouragement. Some staff lack the skills to promote language development through play and to encourage sustained shared thinking with the children.

Children's health is promoted because healthy and nutritious meals and snacks are provided. Staff understand their responsibilities with regard to child protection and all but one of the staff have a current first aid qualification. This helps to ensure that children's welfare is suitably protected. The premises is safe in most areas, however the risks in the outdoor area have not been thoroughly risk assessed. The balconies above the outdoor play area present a potential hazard which compromises children's safety.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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