

Honey Bears Montessori

Inspection report for early years provision

Unique reference number

EY389083

Inspection date

15/10/2009

Inspector

Maura Pigram

Setting address

Eastcote Methodist Church, Pamela Gardens, PINNER,
Middlesex, HA5 2QU

Telephone number

0208 4261855

Email

Info@honeybearsmontessori.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Honey bears Montessori is privately owned and has been under new ownership since 2009. The setting operates from Eastcote Methodist Church hall in the London Borough of Hillingdon. Children have access to an enclosed outdoor play area and there is car parking available. It is open each weekday from 9.00 am to 3.00 pm for 38 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 19 children aged from two to five years may attend at any one time.

There are three members of staff including the manager. All staff members have suitable childcare qualifications, two of the staff are Montessori trained. Two members of staff are working towards further qualifications, which include a Level 4 in Childcare, Learning and Development. They receive support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager, owner and the staff have successfully worked together to have a very clear vision for the setting and have effectively created an inclusive practice. Children are safeguarded and their welfare needs are met. Children's individuality is recognised and is mainly used effectively. Policies and procedures are mostly in place and the partnership with parents and other providers of the Early Years Foundation Stage (EYFS) is evolving. The team are actively involved in evaluating their provision and they have identified some areas to develop. This, along with a commitment to ongoing training, provides a secure basis for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the complaints policy contains all necessary details for contacting Ofsted (Safeguarding and promoting children's welfare).
- 23/10/2009

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

- review assessment and planning so that support children receive is personalised to meet their individual needs and to extend their talents
- update the record of risk assessment to include any assessments of risks for outings and trips
- develop further systems for monitoring the quality of the provision taking into account views of children, parents and carers.

The effectiveness of leadership and management of the early years provision

Children's care and learning are effectively promoted because the manager and staff have a secure knowledge of the requirements of the Early Years Foundation Stage and successfully incorporate the Montessori style of teaching. The team have a good understanding of legal duties and responsibilities with regards to child protection issues. Clear recruitment and vetting procedures ensure all adults including volunteers are suitable to work alongside children. Risk assessments ensure children are safe indoors and in the enclosed garden. Practical steps are undertaken to ensure children are safe on outings. However, an oversight has meant risk assessments for local outings are not formally recorded.

The manager and her team strive to provide a service that is inclusive for all children and their families. Some of the staff speak a variety of languages and French is regularly taught to the children in a fun and purposeful manner. Individual needs and interests are well known through the 'child's profile' document and discussion with parents. However, some interests are underdeveloped in the planning process. Parents are well informed through a number of ways about the service provided. For example, a notice board and newsletters provide regular information about forthcoming events. In addition, parents can express their views in a communication book and each child has their own individual diary which means parents are well informed about their children's progress. Parents are encouraged to make suggestions, therefore they take an active role in their children's learning. Although the input from parents is welcome, this information is yet to be used in the evaluation process. However, the policy informing parents about the procedures to follow if they have any concerns about the provision requires updating to include the regulators correct contact details. The provision has started to develop systems to work with other providers of the EYFS to support the seamless delivery of the EYFS is in the evolving stage.

Detailed records, policies and procedures are mostly well-maintained and contribute effectively to promoting an inclusive practice. Systems to self-evaluate practice to ensure continuous improvement are generally effective and improvements made are well-chosen and are mostly carefully planned. For example, an increase in resources and the introduction of free-flow play has contributed effectively to helping children feel settled and making good progress towards the early learning goals. Staff have worked hard to make the outdoor area an interesting and challenging play space. Plans to ensure that all areas are attractive and stimulating to children are ongoing and are featured within the self-assessment process. Regular staff meetings and a review of training needs ensure staff are up-to-date with changes and are able to share knowledge gained.

The quality and standards of the early years provision and outcomes for children

Staff have embraced the Early Years Foundation Stage and use an effective key worker system to support children to achieve good outcomes. However, although planning is continually reviewed systems to ensure children's ongoing interests and talents are fully utilised in the planning process is underdeveloped. Observations and assessments are routinely carried out during children's play and focused activity sessions and the next steps in children's learning are known by staff members. This is shared with parents through daily discussions and the individual link books. Children's starting points are carefully considered and their initial interests are well known by staff members; these are effectively used during the settling in procedures. For example, children's favourite resources are set out so that children settle easily when their parents leave. Challenges are appropriately provided throughout the children's day and in the adult-led focused activities. Where necessary, staff modify activities so that all children can participate and are not excluded.

Children's behaviour is appropriately managed and supported. Involvement of parents, children and staff ensure children learn right from wrong. Most children behave well; golden rules contribute to the children learning how to manage their own behaviour and discussions with parents ensure continuity of strategies are used to manage any unwanted behaviour. Children learn what constitutes to being 'good' as they explain what this means; they 'have to be nice to my friends and not push'. As a result, most children demonstrate a good sense of responsibility for their behaviour and others are appropriately helped to achieve this goal.

Children are excited, motivated to learn and are encouraged to develop good levels of confidence and self-esteem. For example, following circle time they are individually provided with the opportunity to sing favourite songs or nursery rhymes to their peers. They are encouraged to self-choose items they would like to play with and additional adult-led activities such as making models from play dough, ensure children learn to use a range of tools safely. They concentrate for long periods of time, learning to use rolling pins, cutters and rollers. Effective discussions, open questions and songs related to their chosen models help children to build their vocabulary. In addition, skilful interaction during children's role play activities such as pretending to break down in their cars and during the recent 'market shop' play encourage children to work out problems and solutions for themselves. For example, with support, children work out why the car has broken down, they work together very well and take various roles such as a 'break down truck driver' to ensure the car is fixed and on the road again. Physical activities are well supported through team games such as parachute play.

A wide range of Montessori resources such as number rods are easily available to help children recognise and become familiar with numbers. Many resources are used well to achieve the planned goals, although sometimes children need reminding of what is available for them such as further tools to extend their obvious interests and talents. They enjoy listening to stories and some children are confident to 'read' stories to their friends. A cosy area provides a relaxing area to

rest or to share books. Children delight in operating a voice recorder and are able to use the equipment independently. In addition, they have resources in the home area which promote children's understanding of technology such as a microwave and toaster. Children learn about safety and the wider world as they visit the nearby library. Their understanding of diversity and difference is enhanced as they celebrate festivals and special events. For example, parties are held for festivals where children and staff dress in traditional costumes and enjoy food from other cultures. This ensures children learn to value aspects of their own lives and the diverse society in which they live.

Children understand and recognise the importance of good personal hygiene. For example, they know to why they need to wash their hands or to use the antiseptic wipes available prior to snack time. Social skills are encouraged during the group snack time; children are encouraged to develop self-help skills as they pour their own drinks. Discussions about calcium being good for our bones lead to children been supported to develop healthy lifestyles.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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

