

Hope Montessori Nursery School

Inspection report for early years provision

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Inspector Anneliese Fox-Jones

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Hope Montessori Nursery School registered in 2008. It is privately owned and is situated in Paddington, in the City of Westminster. The provision operates from two classrooms over two floors. The nursery serves the local and wider community. It is open term time only, from Monday to Friday from 08.00 to 16.00, offering children both part and full-time sessions. There is good access to the provision which is on the ground floor. Children use local park areas for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 28 children from two to under eight years, of whom no more than 12 may be under three years at any one time. There are currently 28 children on roll within this age group. The nursery currently supports a number of children with English as an additional language.

The nursery employs six members of staff. Most hold appropriate early years qualifications, including three qualified Montessori teachers. There are two members of staff working towards level two and three qualifications in childcare. The nursery follows both the Montessori curriculum and the guidance for the Early Years Foundation Stage (EYFS). The setting receives support from the local authority.

The 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 are making good progress in their learning and development as staff undertake daily observations to record their individual achievements and learning styles. Staff use these to identify children's next steps in learning and inform future planning. Children confidently explore their welcoming and inclusive environment. Children's welfare is promoted through many positive practices and procedures which help to keep them safe. A thorough evaluation process involving staff, children and parents at the nursery enables the management to acknowledge their strengths and identify areas for future improvements. These processes are further enhanced by the secure and professional partnerships with parents which are an outstanding aspect of this setting.

What steps need to be taken to improve provision further?

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

- extend the safety records to include detail of when and by whom risk assessments have been checked
- review the key person system to ensure that all staff have special

responsibilities for working with a small group to monitor and meet the needs of each child in their care.

The effectiveness of leadership and management of the early years provision

The nursery has all the required documentation in place, providing a good framework for staff to base their practice. Through the implementation of appropriate employment procedures, the proprietor ensures that all adults working in the nursery are suitable and have the necessary skills and qualifications to work with children. All staff are involved in an appraisal system; this enables them to identify their individual strengths, weaknesses and training needs. Staff show a real commitment and understanding of their individual roles within the nursery. Children are effectively safeguarded as staff are aware of the procedures to follow should they have concerns regarding a child in their care. They have clear reference materials to assist with referrals should a concern arise. Risk assessments are undertaken regularly to enhance children's safety throughout the nursery areas and before specific outings. However, whilst the premises are very secure, an understanding of how to manage risk assessments is not yet fully secure. All records relating to children's health and safety are well-maintained. The premises are safe and inviting for children with many pictures, posters, and labels to inform and guide both children and parents.

Staff are deployed effectively around the nursery to enable them to interact with children during play and respond to any individual needs. However, the key worker system is not yet fully embedded to give each member of staff special responsibilities within a small group, closely monitoring all aspects of the children's welfare and development. Nevertheless, staff work hard towards improving outcomes for children. Children benefit from easy access to a wide range of resources, set out in Montessori style learning areas so as to stimulate their interest and promote the development of skills. The resources and equipment are maintained in good condition so that they are attractive and safe for children. The proprietor and her staff have developed competent self-evaluation processes. All staff, parents and children are involved as their views are sought, to effectively support them in continuously improving their provision for all children.

Staff promote equality and diversity exceptionally well within the setting to help children's awareness of the society they live in, and offering individual support to any children with special educational needs. Equality of opportunity and anti-discriminatory practice is actively promoted as a wide variety of resources, and activities meet the needs of all children and enable them to learn and develop respect for themselves and each other. Children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the setting. There are excellent and close working partnerships with parents which contribute to children's individual needs being met appropriately. Parents receive detailed information about the educational programme, daily events, activities and update reports on children's achievements and progress. Consequently, staff form strong relationships with parents to help them stay up-to-date and feel part of their children's ongoing development. This is an outstanding

feature of the provision. Through discussion with parents, it is evident that they have high levels of appreciation and respect for the provision. The nursery works closely with other providers and professionals in order to ensure a consistent approach to individual children's care and education.

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

Staff demonstrate a confident knowledge and understanding of how to plan and deliver a stimulating and effective programme which takes account of children's individual needs and interests. They plan a broad range of interesting activities and experiences for children, supporting them to make good progress towards the early learning goals. Children benefit from weekly swimming sessions, trips to the park, the library and an activity centre. Peripatetic drama and yoga teachers also support children's learning and development. Staff monitor play effectively to ensure learning is relevant and they evaluate the success of the programme, on a weekly basis, to make sure planning addresses individual needs and supports children's progress consistently. 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 contribute, discuss and view their children's learning records.

Children develop personal independence and make choices confidently within their play environment. 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 Montessori practical life and sensorial activities such as pouring, sweeping and using various fabrics and natural materials in their play. The staff praise children's efforts to boost their confidence and help them feel special. As a result, the children willingly try activities on offer and benefit from the full range of resources available. There are various opportunities for children to explore creatively, expressing their own ideas in pictures, messy play and imaginative play. Children have many positive opportunities to learn about nature and the wider world. They find out about the local environment in walks to nearby parks and organise activities around cultural and religious festivals. Children develop mathematical concepts reinforced through a varied range of activities which involve problem solving, patterns, similarities, differences and sequences in their play. Children have extensive opportunities to develop skills for the future such as communication, language and literacy. For example, they share books, experiment with mark making on large paper and have many opportunities to become familiar with singing, conversation and the written word. Fun and challenging language activities are presented to the children with good quality resources as they learn sounds and names of letters of the alphabet, consequently early reading skills are beginning to evolve.

Children's well-being is prioritised by staff who ensure that children keep safe and healthy whilst in their care. They are developing important personal hygiene skills as they wash their hands at appropriate times throughout the day. Mealtimes are used effectively to encourage independence and social interaction. Children are kept safe because staff maintain effective safety precautions of the premises to

ensure potential risks to children are minimised. The nursery is well prepared to teach children about keeping safe. For example, through road safety projects, a continual awareness to look and listen out for dangers and when watching informative and educational safety programmes. Children have frequent opportunities to be physically active, they enjoy visiting the local park where they can practise physical skills on a larger scale. They are enthusiastic to take part in yoga and enjoy acting out a story, following instructions and actions, whilst stretching their bodies. They are excited to make animal noises, sounds and shapes. The children know what staff expect and require few reminders about their behaviour. As a result, they feel safe and play sensibly showing consideration towards their peers. They link well with their peers and play harmoniously throughout the day. They share resources daily and learn to respect other people's work. As a result, children learn very effectively through play and develop a strong sense of security to ensure they can relax and have fun.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met