

Maria Montessori - Wimbledon

Inspection report for early years provision

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Inspection date 18/09/2009
Inspector Carol Newman

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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*.

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Description of the setting

Maria Montessori - Wimbledon opened in 2006 and it is owned by a limited company. It operates from St. John's Church Hall in Wimbledon in the London borough of Merton. A maximum of 34 children from two years to the end of the early years age group may attend the nursery at any one time.

The nursery is open each weekday from 09.20 to 12.20 five days per week and 13.00 to 15.00 on Mondays and Thursdays, term time only. All children share access to a secure enclosed outdoor play area. There are currently 48 children, aged from two to the end of the early years age group, on roll. Children come from the local and wider areas. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs eight members of staff, of these, six hold appropriate early years qualifications and one member of staff is working towards a qualification. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting follows the Montessori method for children's learning.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team work hard to recognise the uniqueness of each and every child and, as a result, all children make very good progress. Self-evaluation is used effectively to continually extend the children's welfare and learning experiences and staff have a very realistic understanding of their strengths and areas for development. Children arrive happily and thoroughly enjoy their industrious, productive time in this caring provision.

What steps need to be taken to improve provision further?

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

- ensure a full risk assessment is carried out for each type of outing, that includes an assessment of required adult/child ratios, taking account of the nature of the outing (Organisation) 08/10/2009

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

- ensure all risk assessments clearly state when they were carried out, by whom, the date of review and any action taken following a review or incident.

The effectiveness of leadership and management of the early years provision

Staff work well together as a team, to ensure children's welfare is effectively promoted. All children make exceptional progress in their learning and development. Children play in a safe environment because all adults are well-qualified and suitable to work with the children. Staff attend regular training to ensure they have a good understanding of safeguarding issues. They maintain superb records of any concerns that might impact on the children's well-being, so that they can take appropriate action when necessary.

Parents are kept well informed of the children's progress and their activities throughout the day. Home visits are carried out by children's key workers, before they start to attend the provision, to ensure staff are aware of children's starting points and individual routines. Staff gain parents' views through regular meetings and questionnaires and they act on the suggestions parents make. Children express their feelings and thoughts in the booklet they complete at the end of the summer term and staff make adjustments to ensure all children are happy and well provided for. The manager develops very good links with the schools that children will attend, to ensure children are well prepared for the future. Good procedures are in place to liaise with children's other care provisions.

The manager and staff team are constantly reviewing their practice to ensure they offer and sustain very high quality care and learning. The manager has a very clear vision for the future development of the provision and she imparts this to the staff. Regular opportunities are provided for staff to contribute to the self-evaluation of the strengths and areas for development of the provision. Staff meet together once a week to address routine issues. They attend additional training whenever they can to ensure they have the most current skills and knowledge.

Adults have a detailed understanding of children's backgrounds and needs. This enables them to actively promote equality to ensure all children make excellent progress, taking account of their starting points. The environment is well resourced and conducive to learning and staff and children make good use of the resources both internally and in the local community.

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

Children arrive confidently and settle to their activities. Excellent procedures are in place to enable new children to become familiar with the setting according to their individual needs and parental wishes. Key persons carry out home visits to ensure they are fully aware of children's starting points and their daily routines.

Staff develop children's self-esteem by encouraging them to talk about their successes at snack time. Children move confidently around the setting, in accordance with the Montessori philosophy, as they choose their activities and attend to their own personal needs. Children self-register by finding their names

and putting them on the board. They use their named pictures to check they have selected the correct name label, without prompting, and they find their aprons in the garden area.

Even the new children have an excellent understanding of the daily routine and they respond well to adult requests. The Montessori activities are effectively linked to the Early Years Foundation Stage requirements to ensure children achieve excellently across all six areas of learning. For example, children learn about mathematical concepts, such as sequencing, number and problem solving, as they complete the self-correcting tasks. They learn about the different seasons at the nature table and they know the continents of the world and the animals that come from each continent. Children thoroughly enjoy free access to the outdoor area to climb and balance and to play with the sand and water. Staff have a modern approach to delivering a traditional Montessori provision. For example, children use the camera, laptop computer and printer very competently to take photographs of the setting's pet dog and to print them to take home. This helps children to develop their skills for the future.

The quality of planning, observation and assessment for individuals is excellent. Staff make regular observations throughout the day and these are transferred to the information technology based tracking system 'Keep Track'. This clearly shows individual children's progress and their next steps against the Montessori and Early Years Foundation Stage targets. Stored information is used to generate printable reports for parents and to inform the schools that children move on to. Staff fully understand children's additional needs and first-class steps are taken to meet those needs, so that all children thrive in the setting.

Children are kept safe through regular risk assessments of the premises and outdoor area, emergency evacuation practices and a good understanding of the daily routine. However, full risk assessments are not in place for each type of outing and this is a breach of requirements. In addition, some risk assessments do not clearly state when they were carried out, by whom, the date of review and any action taken following a review or incident. Children play with good quality resources that are regularly updated and replenished.

Children learn to follow good hygiene procedures that protect them from the risk of infection. They help themselves to healthy snacks of wholemeal bread and fruit and fresh drinking water is available throughout the session. Children behave extremely well. Even the newest children are quickly integrated into the life of the setting so that they feel safe and secure. Children are industrious and confident and they work well together. The Montessori ethos teaches children to share resources, to respect the environment and to clear away activities after use.

Children develop a good understanding of diversity as they celebrate the cultural festivals of their peers and through activities such as, delivering the harvest gifts to the local elderly. They are very responsible and demonstrate a superb awareness of each other's differences.

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	1
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	2

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	1
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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