

Belmont Montessori Nursery

Inspection report for early years provision

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Inspector Sheila Harrison

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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

Belmont Montessori Nursery is one of two settings owned by Butterflies UK Limited. It opened in 2009 and operates from two rooms and has the use of a hall in Belmont Community Hall in Harrow. The premises are accessible to the side of the premises adjacent to the car park. The setting is registered on the Early Years Register and a maximum of 22 children from two years to the end of the Early Years Foundation Stage may attend the setting at any one time. Overnight care is not provided. The setting is open Monday to Friday from 9am to 3pm for 45 weeks of the year. There are currently 20 children in the early years age range on roll. Children come from the surrounding area and attend for a variety of sessions. The setting follows the Montessori educational philosophy. It is willing to support children with special educational needs, and also supports children who speak English as an additional language. The setting employs six staff, five of the staff have an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enjoying their time in the setting and are mostly actively engaged. They make good progress in their learning and development. The setting is accessible, inclusive and welcoming where staff are aware and respond to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Good arrangements are made to ensure the safety of the children and most of the records and procedures are up to date and support the children's welfare. Children benefit from the effective partnership with parents. Improvements have had a very positive impact on the quality of the early years provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance opportunities for children to undertake more challenging activities during physical play
- ensure that children have opportunities to be outside on a daily basis throughout the year
- ensure the records of children are only accessible to those who have the right or professional need to see them

The effectiveness of leadership and management of the early years provision

Children are well safeguarded. Staff have a secure understanding of the child protection procedures. All the records required for safe and efficient management of the early years provision are maintained and effective although some accident

records are not completely confidential and can be seen by other parents. This could potentially limit the effectiveness of any notes of concern. The suitability and qualifications of all adults looking after children are ensured with robust recruitment processes and secure induction procedures. The setting effectively evaluates the provision; the manager has a clear vision that encourages a culture of reflective practice. Staff are enthusiastic and knowledgeable. They have assessed their training needs and several staff have attended short courses to update their expertise. Staff regularly discuss and evaluate the routine and activities to improve the quality of the setting. The plans for improvement are well targeted to promote achievement for all children. For example, the observations and assessments of the 'spotlight children' use information from staff and parents to plan the child's next developmental steps.

Staff take worthwhile steps to ensure that children are safe indoors and on outings through the basic risk assessments. They check that furniture, equipment and toys are suitable and safe. New equipment is on order to replace toys with missing parts. Daily checks on the premises are carried out and any maintenance issues are quickly dealt with. A well-ordered environment ensures suitable resources to cover six areas of learning are available for the children to choose from.

Staff develop excellent partnerships with parents and this makes a strong contribution to children's achievements and well-being. There is a flexible settling-in procedure to ensure parents are confident to leave their children. Parents are encouraged to share what they know about their child, particularly when the child first starts to attend. Staff obtain a valuable insight into the individual needs of the children as parents are fully involved in the children's learning. Each child is encouraged to make a 'personality quilt' to display in the nursery. They take home a piece of felt and parents and children add pictorial information on the family and each child's favourite things. This helps children develop a strong sense of belonging and a respect for themselves and others. Staff have positive relationships with other professionals and this informs their improvement plans which helps them access other services for children that need them.

The setting effectively promotes equality and diversity. Staff have a very good knowledge of each child's background and needs. They help children understand the society they live in. Staff ensure that children can participate successfully and at an appropriate level. Children with English as an additional language are sensitively supported to contribute confidently to a group discussion.

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

Children are developing very positive attitudes to learning. They are enjoying their time at the setting and display high levels of involvement in the activities. They are making good progress in their learning and development as the staff ensure each child is sufficiently stimulated through a wide range of planned and child-directed play activities. However, on occasions, the activities in the hall are not sufficiently challenging to help the children learn on a larger more active scale.

Staff are well deployed to support children and extend their learning as they make a large pathway with the wooden train set. Staff ask open-ended questions encouraging children to develop their problem solving skills. They undertake sensitive observations and assessments of the child's development and they plan for the next steps. Information on the next steps is passed to parents. For example, they can be involved in the colour and size recognition activities on the journey to nursery. Staff use the evaluations of planned activities towards identifying each child's interests and whether learning objectives have been met.

Children are developing valuable relationships with staff. They are individually welcomed to the setting and encouraged to talk about their life at home. Children are learning respect for others as they take part in a charity fundraising event 'toddlers toddle'. Parents were involved in organising a cake and toy sale and the children received a thank you poster from the charity for the money raised. Children are learning to explore the world as they, the staff and parents travelled together on public transport to the London Sea Life Centre for a very successful visit.

The setting takes effective steps to promote children's good health and well-being, including those to prevent the spread of infection and those taken when children are ill. Children are reminded to cover their mouths when they cough. Procedures are in place to ensure children's dietary needs are recognised and well met. Children's independence is well supported through the new café style snack time and this gives useful opportunities to talk about the benefits of a healthy diet. Children exercise vigorously in the hall and are very competent to pedal and scoot with the wheeled toys. Staff and children often go for a walk including to the local park. However, they do not have daily access to the fresh air and this potentially limits children's freedom to use their senses and experience the weather at first hand. Children are helped to keep themselves safe. Staff encourage children to adopt safe and responsible practices such as ensuring their chairs are pushed back into the table and floor toys such as jigsaws are completed and put away to ensure they are not trip hazards.

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	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

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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	2
The extent to which children develop skills for the future	2

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