

# Haydon Hall Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

EY270688

**Inspection date**

04/11/2009

**Inspector**

Kim Mundy

**Setting address**

Haydon Hall, Southill Lane, Pinner, Middlesex, HA5 2EG

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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**

Haydon Hall Montessori Nursery is owned by a private provider. It has been registered since December 2003. The provision is registered on the Early Years Register and it follows the Montessori teaching method. The nursery is located a single-storey building in Pinner in the London Borough of Hillingdon. Children have access to a secured garden. Systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. A maximum of 74 children may attend the provision at any one time. Children can attend part-time sessions or two sessions a day with the lunch club covering the time between morning and afternoon sessions. There are currently 76 children aged from two years to under five years on roll. The nursery employs 20 staff and of these, 18 staff hold appropriate early years qualifications and two staff are working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are introduced to positive learning experiences and activities, which enable them to make good progress in their learning and development. All staff have a good knowledge of each child's needs and as a result, they very successfully promote children's welfare and learning. This provision celebrates outstanding outcomes for promoting equality and diversity, positive contribution and developing children's awareness of healthy life styles. A process for self-evaluation has been established and clear goals for future improvement are identified. Partnerships with parents/carers and others ensure that children's individual needs are met very effectively.

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

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

- extend and enhance children's imagination through make-believe play
- strengthen the systems for finding out about children's developmental starting points from parents
- ensure that children's daily hours of attendance is consistently recorded throughout the provision.

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

Staff place a strong emphasis on children's safety and well-being. Recruitment procedures are robust and all staff have criminal records checks. Staff update their knowledge and understanding of child protection on a regular basis to safeguard children. Risk assessments are carried out for the premises and outings, and a buzzer security system is in place at the main entrance. The provision's policies

and procedures are up-to-date and underpin the good practice carried out by staff. However, children's hours of attendance is not consistently recorded in circumstances where by they leave the premises before the end of their planned session. All staff have attended first aid training to further promote children's welfare. A very good range of Montessori and traditional toys, materials and resources are provided to meet the varying needs of the children attending.

Staff build good partnerships with parents, which in turn benefits the children. Parents are unanimous in their support of the nursery and are happy with the care their children receive. There are many ways in which parents are informed about the service, for example, through newsletters, one-to-one meetings, notice boards, home link books and written child development records. However, the system for obtaining children's developmental starting points from parents is in its infancy. Parents are fully encouraged to be involved in their children's learning and staff share ideas of how to extend children's learning to their home environment.

The staff team are well aware of their strengths and areas for development; they have addressed the recommendations set at the last inspection, particularly in developing the outdoor environment and learning opportunities for the younger children. Given the current good practice and enthusiasm of staff, the provision has a good capacity to improve in the future, for instance, staff are keen to enhance children's make-believe play experiences.

The provision for promoting inclusive practice is excellent. All children are made to feel unique; displays, resources and art work reflect the wider community. Staff's outstanding support of children with special educational needs and/or disabilities in the provision ensures that they make measurable gains in their learning. Staff also work very closely with other professionals, such as the inclusion team. They extend their skills as the need arises to support children, for instance, by attending British Sign Language and Epi-pen administration training. Children with English as an additional language make equally good progress because staff speak different languages, ask parents for words in their child's first language, and use picture clues to communicate effectively. Good links are made with the local receiving schools; reception teachers visit the nursery staff and vice versa.

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

Children are developing excellent appreciation of healthy lifestyles. Through the routine of the day, they wash their hands and throw away tissues appropriately after wiping their noses. They help themselves to fresh fruits and vegetables, and pour their own drinks at the snack bar. Staff plan practical activities to support children's understanding of teeth hygiene. For instance, they soak boiled eggs in Coca-Cola to observe colour changes to the white of an egg. Children are learning to take responsibility for their own safety, for instance, as they practise the fire drill. In addition, they are able to explain how to carry their scissors safely, 'like a flower'. Children are extremely well behaved, keen and motivated learners; they demonstrate great enjoyment of their work and show a desire to discover and find out about new things. They are making positive friendships with their peers and

have an ever increasing sense of self-worth as they proudly point out their photos in the nursery environment, show photos and discuss their homes and families.

Much is done to promote equality by raising children's awareness of different life styles through celebrating special events, such as Eid, Rosh Hashanah and Christmas. A good selection of toys, resources, books and costumes help to promote children's understanding of diversity. The curriculum is enriched by a range of visits, visitors and activities planned to enhance their knowledge and understanding of the world. For example, children are absorbed as they watch parents present interesting information to them during assembly, using pictures and props about Guru Nanak day. Consequently, they develop insight and respect for other's beliefs.

The nursery follows the Montessori educational philosophy and makes clear links to the Early Years Foundation Stage. Staff are very secure in their knowledge and understanding of the early learning goals, which complements the Montessori teaching methods. They provide a broad and balanced curriculum that covers all of the required areas of learning. Staff have good systems in place for observing, assessing and recording children's learning so that a clear picture emerges of how each child is developing.

On arrival, children find their play rooms attractively set up and this entices them to play. Children's achievement is good because teaching is purposeful, and questions and challenges children's thinking. As a consequence, children become absorbed in learning through play. They have the opportunities and confidence to plan and initiate activities for themselves as well as follow clearly established day-to-day routines. Children are developing very good independence skills, for instance, as they help themselves to resources from low-level shelving, dress and undress themselves. They acquire good literacy and numeracy skills; they have many opportunities to practise their early writing both in and outdoors, for instance, as they make patterns in sand, chalk and draw. Several children are able to recognise their name, write letters and words, and draw recognisable pictures. Children spend time problem solving as they fit shapes together, construct with bricks, talk about colours, numbers and shapes, such as pentagons and hexagons. In the water play they explore scientific activities, such as floating and sinking. They are finding out how things work as they use remote control toys, telephones, calculators and have regular access to the computer, which helps them to develop skills when using the mouse to click and drag. Children are caring for living things as they plant sunflower seeds and they have opportunities to bring their pets to nursery. Children have excellent opportunities to increase their physical skills as they use the wide range of apparatus in the dedicated soft play area and garden. They enjoy walks through the woodland areas and learn about living things in the outdoor environment. The curriculum is also enhanced by visiting teachers; children enjoy gym, drama, ballet, yoga sessions and French lessons.

By the time children transfer to nursery/reception classes, most of them have reached the levels expected for their age in all areas of learning and some have exceeded them. Therefore, children are well prepared for the next stage of their education.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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