

The Beanstalk Montessori Nursery School Limited

Inspection report for early years provision

Unique reference number	EY282682
Inspection date	20/10/2009
Inspector	Julie Biddle
Setting address	St. Peters Church, Black Lion Lane, London, W6 9BE
Telephone number	020 8563 7508
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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.

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

The Beanstalk Montessori Nursery School Limited opened twenty years ago and was registered with the current provider in 2004. The setting operates from a church hall in the London Borough of Hammersmith and Fulham. Children have access to a safe enclosed outdoor area.

The setting is open from 9.00am to 4.00pm Monday to Thursday and 9.00am to 12.30pm on Friday. Children may attend on a full time basis or part time basis. A maximum of 40 children may attend the setting at any one time. There are currently 28 children in the early years age group on roll. The setting supports children who speak English as an additional language and children with learning difficulties.

The setting employs six staff, including the manager, all staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.
The setting works within the Montessori ethos.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy a wonderful experience in this stimulating happy environment, this is due to the staff team's exceptionally high aspirations for quality childcare. Each child is recognised and valued as a unique individual. Staff are highly effective in ensuring that all children are well integrated and achieving as much as they can, overcoming any barriers which may prevent this. A very effective self-evaluation system leads to continuous improvements for the setting and so benefiting the children. The partnership with parents is strong and ensures positive trusting relationships are developed, which in turn impacts on the good progress children make.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor provision for the benefit of all the children

The effectiveness of leadership and management of the early years provision

Highly effective procedures ensure children are safeguarded in the setting. A detailed daily risk assessment is carried out to ensure that all areas of the building

and garden are safe before children arrive. Children play an active part in risk assessment using a tick chart to ensure the outdoor area is safe before their peers go outside. Children show a great sense of keeping safe as they feedback to the group any safety issues they had spotted. Staff's vigilance means children remain safe at all times. The staff are deployed effectively across the setting ensuring all children remain safe and receive excellent support to reach their full potential. Clear and robust recruitment procedures that include Criminal Record Bureau checks and references are in place to ensure all adults working with the children are suitable to do so. Children are further safeguarded because staff are knowledgeable about safeguarding procedures and their role within the procedure. In addition to this all required documentation is in place. Systems for recording visitors to the group are good and staff are very aware of the procedures to follow to ensure persons not vetted do not have unsupervised access to the children.

Partnerships with parents is excellent. Staff relate very well to all parents, greeting them in a friendly, but professional manner. There are clear systems in place to gather information from parents before children start this includes a very successful home visit. Parents are actively encouraged to share in their children's learning. For example, coming in to share information about their work and spend time in the setting supporting their own child. Parents speak with great fondness and admiration about the setting and in particular the welcoming and supportive staff.

The setting's leadership and management is highly successful and inspirational. The staff are a very strong team who work productively together to meet the individual needs of every child in the setting. All staff are involved in further training to enhance their knowledge in the childcare field, thus benefiting the children as they contribute new and fresh ideas to the setting. Valuable non contact time and staff meetings allow staff the time to plan for individual children, using observations and child led initiatives. Regular staff appraisals mean staff can monitor their own practices and review any training or development needs. The manager and staff team's absolute commitment to continuous improvement has led to development of the outdoor area.

Detailed profiles are completed, shared with parents and passed onto the child's next school helping to ensure the transition is successful. Children produce their own scrap books where they choose to display their own creative work adding photographs of special family events.

Partnerships with others benefit the children, for example, the setting's involvement in Every Child a Talker (ECAT) The staff work closely with the local authority support workers to continually improve the provision for children's care and learning. Furthermore, staff are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively.

An inclusive and welcoming service is provided by the setting, adults support children and provide an enabling learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. For example, posters of the changing seasons, the natural world, and world maps. All children benefit from this fully inclusive environment with equal opportunities to make excellent progress in their learning and development. Children are encouraged to develop a strong sense of

community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging.

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

Children clearly enjoy their time at the setting; they are secure, confident and happy. They arrive full of enthusiasm for the session ahead, quickly settling at their chosen activity. Staff greet the children and their parents with warmth. Resources in the setting are of good quality and displayed in a way that allows children to make informed choices about their play.

Children are encouraged to develop a healthy lifestyle through the provision of healthy and nutritious snacks that support their individual dietary needs. For example, they prepare and serve themselves a selection of fresh fruits. Children show a great sense of interest in the real foods in the home corner they talk to their peers about making vegetable soup and confidently name the vegetables they will need. They have good access to fresh drinking water, which they can help themselves to when they are thirsty, they comment how hard work makes them thirsty. Children are developing a good understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet, use tissues to wipe their noses and discard tissues safely. Nappy changing procedures are thorough, which helps to reduce the spread of infection. In addition, children enjoy daily opportunities to develop their physical skills during outdoor play. They confidently use a range of outdoor equipment, have great fun blowing bubbles and using a tyre to swing in the tree. Children also use the outdoor space to sit on low benches and read books.

Staff interaction with children is of a high level, they pose questions that are challenging and encourage children to think for themselves, for example, do you need a knife to cut the leek? Children and their peers have wonderful conversations they talk about the 'yummy cheese' they are cooking, the recipe books they are using, as they extend their role play skills in the home corner. Children use a wonderful range of descriptive words such as, it feels like jelly, it is slimy on my hands as they play with corn flour.

Children are exceptionally well supported by staff who motivate and stimulate the children to make excellent progress and thoroughly enjoy their experience of this process. For example, staff sit with a small group of children guiding and supporting them while using the nursery's computer as they take great delight drawing and painting their pictures on the computer showing good mouse control. Children have very good opportunities to develop their early writing skills through various mediums, opportunities to write for different purposes and good access to a range of writing resources which they select independently enhance this activity. They thoroughly enjoy themselves as they create their own models using a variety of materials such as wood, cardboard tubes and masking tape. Children use mathematical concepts regularly, they count with confidence, talk about the shape of the train track and how much more pasta is needed to fill the pan. Children's behaviour is superb, they have strong friendships with their peers showing respect and consideration for each other's feelings.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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