

Milkshake Montessori School

Inspection report for early years provision

Unique reference number EY274560
Inspection date 24/11/2009
Inspector Deborah Jane Orchard

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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

Milkshake Montessori Nursery School was registered in 2004. The nursery is privately owned and operates from a former doctor's surgery in Whitton in the London Borough of Richmond.

The nursery is registered to care for a maximum of 40 children from one to under eight years at any one time, all of whom may be in the early years age range. There are currently 65 children on roll. Of these, all are within the early years age range. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is open each week day from 8am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The setting supports children with special educational needs and /or disabilities and also supports children who speak English as an additional language. The nursery school offers a curriculum which reflects the Montessori approach to education and learning. They welcome children from the local community and surrounding areas.

The nursery employs 11 members of staff. Of these seven, including the manager, hold appropriate early years qualifications. One member of staff has achieved Early Years Professional Status and three members of staff are working towards this. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a range of stimulating activities, which support children in making good progress in all areas of their learning and development. The friendly staff recognise each child's uniqueness, they create a welcoming environment, which mostly meets the children's individual needs. Partnership with parents is effective, helping ensure children receive continuity of care. The manager involves the staff in self-evaluation, this helps them to identify their key strengths and plans for future development. They are committed to extending their knowledge through training, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the deployment of staff and use of space to consistently benefit all the children attending.

The effectiveness of leadership and management of the early years provision

Effective policies and procedures are in place to help ensure children are being fully protected. A named person for child protection and an effective policy, supports staff in knowing what action to take if they have any concerns about a child in their care. Regular risk assessments are carried out for all areas of the premises and for outings This helps staff to identify and minimise any potential hazards, ensuring children remain safe in their care. The setting employs suitably qualified and vetted staff, who receive induction. Regular team meetings, reviews and training opportunities help to build on their existing skills and knowledge. However, the way staff are currently deployed means they are not always utilised to the full advantage of all children attending. This reflects in some inconsistencies in practice. For example, how children are being supported in developing their self-help skills. The required paperwork is in place, including relevant information regarding children's individual needs.

The setting values diversity and equality, all children are recognised as individuals. Boys and girls are able to make good progress as staff pay attention to their individual interests and plan accordingly. Children participate in celebrations which stem from their beliefs and those of others. They are learning to use sign language, which also offers some support to children who have English as an additional language. They have access to a good selection of age appropriate toys and resources, many of which positively reflect diversity within the community. A range of Montessori resources are available, which the staff use to enhance children's learning. The rooms are organised well to provide children with different learning opportunities, with toys stored accessibly to allow children to make independent choices in their play. Although the layout of the setting means some children are less able to fully benefit from the space available, including, free flow to the outside area.

Strong partnership with parents and carers helps ensure children are being well cared for. Informative and attractive notice boards are available, displaying a wide range of information. This includes, photos and details of each of the staff members. Parents views are valued, surveys are periodically carried out, ensuring parents can comment on the service their children receive. The staff work hard to engage parents, offering workshops and 'open sessions' allowing parents and carers a greater insight into their work. They are kept up to date through verbal exchange, written sheets and newsletters. In addition, children's well presented learning journeys enable parents to see how their children make progress. Parents are happy with the setting, feedback received is positive. The setting forms links with other agencies involved in the children's lives. They have good relationships with local childcare services and provide written information to help children's transition to school.

The manager provides opportunities for the staff to contribute to self-evaluation. They seek the views of children and parents to support them in this process. This helps them to identify the strengths of the service and some of the areas they plan to enhance. The dedicated staff team demonstrate a commitment to driving

improvement, this is evident in their enthusiasm to attend training and the work they do. The setting shows they have the capacity to improve by addressing recommendations raised previously at inspection. This helps to improve outcomes for children.

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

The staff team have a good understanding of the Early Years Foundation Stage (EYFS) framework, which they combine with their knowledge of the Montessori method. This means children receive good learning opportunities. Children are being cared for by kind and considerate staff. They receive lots of warm affirmation, which helps them to develop a strong sense of belonging in the setting. Children spend their time purposefully participating in a good balance of adult led activities and self initiated play. They use the self registration cards as they come in and sit and listen attentively during group times. Children make choices; playing with the pasta and develop their small muscle movements, rolling and shaping the play dough. Staff support children's learning; they sit with them during activities and spend lots of time engaging in conversation. Children develop thinking skills as staff ask open ended questions. For example, as they consider what they can use for building, whilst singing 'London Bridge is falling down'. Children are being creative, they concentrate their efforts in making sand 'snowmen', busily hunting for sticks and tools to form these. They sit outside and make music, playing instruments and use metal spoons to create sounds from lids and pans. Children develop their skills for the future as they find out how things work and why, they use the computer, manoeuvring the mouse with increasing skill.

Staff spend time finding out children's needs and interests. They use 'all about me records' and seek further information by talking with parents. They use this information and their own observations to plan for children's interests and the next steps in their learning. Staff are good role models, their calm, respectful approach enables children to model this positive behaviour. For example, children show kindness to each other after minor disputes by giving cuddles and wiping their friends tears away. They are able to feel proud of their achievements as staff praise their efforts throughout the day.

Children learn about healthy lifestyles. They are able to access drinking water and pour their own drinks from small jugs. They help themselves to healthy snacks when they choose to, this means their play is not disrupted unnecessarily. They enjoy nutritious foods, which are prepared in accordance with their individual dietary needs. They wash their hands regularly and are have their own toothbrushes to use each day. Children of all ages learn about keeping safe as they regularly participate in fire drills so they know what to do in the event of an emergency. They learn how to use the stairs safely and are gently reminded of potential dangers during play. For instance, when they take toys to climbing frame, staff remind them of the 'golden rules' which they use to make sure they remain safe.

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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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