

# New World Montessori School

Inspection report for early years provision

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EY321429

**Inspection date**

12/10/2009

**Inspector**

Kim Mundy

**Setting address**

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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**

New World Montessori School opened in 2006 and it is one of two nurseries run by New World Montessori Schools Limited. The provision operates from St. Barnabas Millennium Church Hall in Ealing in the London borough of Ealing. It is open each weekday from 9.15am to 3.30pm during term time. Children have access to an enclosed outdoor play area. 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 18 children may attend the provision at any one time. There are currently 26 children aged from two to under five years on roll. Children come from the local and wider community. New World Montessori School employs three staff, all of whom hold appropriate early years qualifications. The provision is registered on the Early Years Register and it follows the Montessori teaching method.

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

Overall the quality of the provision is good.

Children are thoroughly enjoying their time at this provision. They are making good progress in their learning and development because staff plan and provide for the children's individual needs. Staff work very well in partnership with parents and others. Children's welfare is promoted effectively and, overall, they are safe and secure. The staff monitor and evaluate the good service they provide for the children and this enables them to make continuous improvement.

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

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

- continue to develop outdoor play opportunities
- improve the security of the outdoor play area.

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

Children are cared for by staff that are rigorously vetted and suitable to work with them. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff. Visitors to the nursery are required to sign the visitor's book and staff are suitably deployed working directly with children both in and outdoors. Staff have a good knowledge and understanding of the local child protection procedures and therefore, children are safeguarded. Overall, children are safe and secure on the premises as staff undertake risk assessments. However, the boundary of the outdoor play area is not secure enough to fully promote children's security. Children's welfare is promoted well; staff hold first aid qualifications to ensure that accidents are suitably managed and the procedure for

administering medication is in line with current legislation. A suitable sick child procedure is in place to prevent unnecessary illness. A good range of Montessori and traditional toys, materials and resources are provided to meet the varying needs of the children attending.

The provision's capacity for monitoring performance and further improvement is good. Self-evaluation is accurate and enables the setting to identify and prioritise areas for improvement, for example, developing the outdoor play opportunities for the children. The manager and provider are enthusiastic and keen to continue developing the provision and this is mirrored in the staff's attitudes. The manager and staff take time to observe each other's practice in order to improve the quality of teaching and ensure inclusive practice. Staff understand their roles and responsibilities and work well as a team to promote good outcomes for children.

A strong emphasis on partnerships with parents/carers enables children to settle easily into the supportive atmosphere and make the best possible start. Information is shared through regular newsletters, open days and daily discussions with the friendly and approachable staff. Parents are involved with their children's learning as they make photo books from babies to the present day, which are stored in the book corner for children to look at and discuss. At the inspection, several parents said their children were very happy with the provision and that they are progressing well. The provision works well in partnership with others to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

Children are learning about multicultural Britain as they celebrate festivals, such as Diwali. They are curious about the items on the interest table which they handle and discuss with staff. There is a wide range of toys and resources which help to promote children's understanding of diversity within our society, for example, dressing up clothes, play foods, books, puzzles and dolls.

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

Children are developing a good appreciation of a healthy lifestyle; they are offered nutritious snacks such as fresh fruits. Parents are required to provide packed lunches for their children if they stay all day. Children enjoy weekly cooking activities, for instance, making bread with different herbs. Good hygiene procedures are encouraged; children know when they must wash their hands and throw away tissues in the designated bin in order to prevent the spread of germs. Staff teach children to take responsibility for their own safety as they carry chairs appropriately and replace them under the table. Children are developing control over their bodies as they participate in weekly 'Fit for sport' and music and movement sessions. In the garden, they enjoy games using a parachute, balancing on stilts, skipping and steering scooters around whilst avoiding obstacles.

Children are well-behaved; they know what is expected of them because boundaries are consistently and kindly applied by staff. They are developing friendships and are learning how to take turns and positively interact with each

other. The atmosphere is very inclusive and this in turn enables the children to grow in confidence and self-esteem. Boys and girls alike achieve consistently well because staff plan for their individual learning whilst taking their interests in to account.

The provision provides children with a good standard of care and education because staff have a clear understanding of the early learning goals and how to implement these effectively. Children's achievement is good in relation to their starting points and capabilities. Their learning journals are initially completed by their parents and staff build on these by continuing their observations of the children's progress and development. Staff ensure that there is a good balance between adult-led activities and those the children choose for themselves. Therefore, children's learning is effective because staff intervene when appropriate, to re-focus children's attention or unobtrusively support the next steps in learning. Staff provide many opportunities for children to repeat and consolidate their learning. They add items of interest throughout the week to the interest table to provoke children's curiosity.

Staff focus daily attention on key skills, such as listening with understanding, speaking clearly, early literacy and numeracy. They use a rich vocabulary to encourage and extend children's concentration and independence. Children are developing good reading and writing skills as they recognise their names and letters displayed in the environment. They have many opportunities to write for a purpose, for example, writing orders in the restaurant and letters in the post office. Children are becoming very aware that print carries meaning as they look at books and enjoy listening to stories, such as 'Dear Zoo'. Children are learning about living things as they study the lifecycle of the frog. They are finding out how things work when they use telephones and cash tills. Children spend time developing their problem solving skills as they construct with bricks, pair objects, count and thread beads. Many activities enable children to explore through using their senses, for example, clay, jelly, play dough and sand. Children are developing positive attitudes to their learning and this prepares them well for the future.

## 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	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

<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	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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