

# Bubar Montessori Nursery

Inspection report for early years provision

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EY332060

**Inspection date**

15/10/2009

**Inspector**

Pauline Nazarkardeh

**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**

Bubar Montessori Nursery was previously registered in 2004 and moved to the current premises in 2006. It operates from St. Anselm's Church in a residential area in Stanmore in the London borough of Harrow. The nursery have sole use during operation of the lobby, hall, sleep room, toilets and an outdoor play area.

The nursery is registered to provide care for a maximum of 21 children in the early years group. There are currently 20 children on roll, of these, 11 are in receipt of funding for education. The nursery opens five days per week during school term time and children attend for a full or part day. Sessions are from 8.00am to 12.25pm and 8.00am to 3.00pm.

Four full time staff work with the children, of these, two staff hold recognised early years qualifications to National Vocational Qualification Level 3. The manager holds Early Years Professional Status (Level 6) qualification and the Montessori Diploma. The setting follows Montessori teaching methods and the Early Years Foundation Stage (EYFS).

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

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive environment for children. The uniqueness of each child is respected and well catered for and excellent partnerships with parents promote positive outcomes for children. Staff organise the provision effectively, promoting children's welfare and learning through competent systems and procedures. Consequently, all children make good progress towards the early learning goals given their starting points. The ability to reflect on their practice ensures that the provision maintains the capacity to continually improve.

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

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

- continue to critically evaluate activities in order to drive improvements
- organise group activities especially meal times and group activities for younger children to ensure that the individual needs of all children are being catered for.

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

Staff are well deployed, which ensures that children's safety is monitored. Children are safeguarded because checks are carried out on all staff to make sure that there are no reasons why they should not be employed to work with children. In

addition, the manager has clear systems in place to ensure the ongoing suitability of staff. Staff are secure in their knowledge of safeguarding issues and have updated their training to ensure children's well-being is given priority. Staff carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. All of the provision's policies and procedures are up-to-date and underpin the good practice carried out by staff. As a result, children are helped to feel safe and secure in their environment.

The nursery promotes inclusive practice, with all children having opportunities to play with the excellent selection of resources available. Planning and assessment reflects the uniqueness of the child and takes into account their individual starting points. Staff are committed to making a difference for children and they are very reflective of their practice.

Partnerships with parents are outstanding, staff have clear plans in place to involve the parents in their child's learning and development and to encourage good interaction and communication. Parents are provided with excellent information about the EYFS curriculum. Effective communication systems including regular newsletters and both formal and informal discussion means that parents are clear about their child's learning and development. Children's progress towards the early learning goals is effectively monitored and clearly recorded. Clear systems are in place for obtaining children's developmental starting points from parents and regular assessments made by staff are shared and discussed with parents. Parents have open access to their child's development files which include individualised planning. Parents expressed their views of the nursery during the inspection, they said that they were very happy with the provision and they were aware of their child's progress and how children's development and learning was assessed by staff. Parents particularly like the way the nursery adapts to meet the individual needs of their child and the fact that staff were always willing to make time for them. Partnerships with others to benefit the children are well established. This includes the local authority advisory teacher and local schools to help support children as they move on from the nursery.

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

Staff have a sound knowledge and understanding of the EYFS framework. They plan a varied and interesting curriculum which is based on the individual learning and developmental needs of the children. The premises are well organised with children having independent access to a wide range of interesting resources which are stored on accessible shelving. The lobby area is particularly well used and is very inviting to children. This cosy area provides children with a space to become adjusted to the nursery environment before entering the main hall, it is also used for small group activities throughout the day.

An inclusive service is provided by the nursery. Displays, resources and art work reflect the wider community. Adults support children and provide an enabling learning environment where children can access all equipment easily. Children's awareness of the community is promoted by excellent displays and through

celebrating special events. All children show an interest in the current festival of Diwali. They enjoy getting dressed up for the party and dancing to traditional music, some more capable children confidently share their in-depth knowledge of the festival at group times.

Children are developing a positive attitude towards healthy eating and staying physically fit. They take part in physical activity both inside and outside in the garden area. Here they enjoy using the climbing frame, riding the tricycles and playing basketball. The indoor environment is equipped with an allocated floor mat area to encourage movement and is equipped with body balls, scrunches and dance scarves. Children accurately match a range of animals to the Polar, Ocean, Farm or Jungle habitat they live in. They also have first hand experience of caring for the herbs and vegetables they have grown in the garden.

Children are curious and keen to learn. They make good progress in all areas of their learning and development because staff plan an exciting range of activities and set up the play hall to entice them to make their own choices about what they want to play with. Children are very busy exploring and investigating. They are making excellent progress in their early mark making as they paint recognisable pictures of flowers and butterflies with details, such as stems, petals and wings. Many children recognise their name on arrival and by the time they leave the setting they can write their name, recognise many shapes and colours, and hold conversations with adults and each other. Children are developing skills for the future as they find out how things work using a digital photo frame, laptop computer and voice recorders, build with construction toys and write for a variety of purposes. Children use their imagination as they use puppets as part of story telling, create their own Rangoli patterns with a variety of materials and explore textures, such as sand and water. Children's understanding of safety is well provided for, they are encouraged to take risks within boundaries, for example, glass vases, china plates and hammer and nails are accessible resources. In addition, hands on experiences using the 'danger box' allows children to touch and talk about the dangers of everyday household items such as plugs, electrical kettles and cleaning products. Children's early learning experiences are positive in a safe, secure and caring nursery. This helps them to develop skills for their future learning and 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	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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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