

# Dulwich Montessori Nursery School

Inspection report for early years provision

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**Unique reference number**

EY397242

**Inspection date**

02/12/2009

**Inspector**

Susan Linda Capon

**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**

Dulwich Montessori Nursery School was re-registered to a new private individual in 2009. The Nursery School is one of three registered day care provisions owned by the current provider. It operates from a church hall, situated in Dulwich in the London Borough of Southwark. Children access a large hall which can be sectioned off into two smaller areas. There are associated toilet and kitchen facilities available. The premises are fully accessible and there is an outdoor play area available.

The Nursery School is registered on the Early Years register to care for a maximum of 40 children aged from two years to the end of the early years age group at any one time. There are currently 25 children on roll. Children attend from the local community. The Nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

The Nursery School opens each weekday during term time. Sessions are between 9am and 1pm, including a lunch club. There is an early morning club between 8.30am and 9am. Additional extended sessions until 3pm are available on Monday, Tuesday, Wednesday and Thursday each week.

The setting is staffed by a team of eight, including the day to day manager. All staff hold relevant childcare qualifications. One staff member is studying for an National Vocational Qualification to level 3 and two staff are studying for a degree in childcare of, one of whom is specialising in special educational needs. The group receives support from the local Early Years team.

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

Overall the quality of the provision is good.

The provider and staff team are dedicated to providing good quality provision where children can be happy, develop self confidence and be fulfilled with a desire and love of learning. Children are eager to attend and explore the well organised range of stimulating and interesting activities each day. The staff work hard to ensure every child's personal needs are incorporated into the Nursery School each day, promoting inclusive practice. They continue to attend relevant training opportunities, developing their childcare skills and knowledge, implementing this well into the day to day routine. Good ongoing self-evaluation of the provision offered has enabled the management to continue to identify areas for improvement to extend the quality of care, learning and development available. The staff team has worked hard to develop a good relationship with all parents, providing more opportunities for them to be involved in their child's personal care, learning and development.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the risk assessment arrangements for all outings, taking into account the nature of the outing and staff ratios required to ensure the ongoing safety of each child participating (Welfare and safety).
- 03/02/2010

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

- practise the fire drill with the children, ensuring they know how to react appropriately in an emergency
- continue to develop the procedures for maintaining close relationships with other providers delivering the Early Years Foundation Stage, ensuring children receive continuity of care.

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

The enthusiasm of the new provider and day to day manager has encouraged staff to be involved in developing the good quality provision offered to all children attending. They implement the well written policies and procedures underpinning the daily routines, ensuring all children are safe and secure, during their time in the nursery school. However, the emergency evacuation procedures are not regularly practised with the children. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children, maintaining their safety at all times.

Although this is a newly registered setting, the nursery school has clear procedures for self-evaluating the provision offered. Staff evaluate their day to day practice well. Specific staff will work with the younger children in the group from next term and a Montessori accreditation scheme will be undertaken to continue to improve the quality of the provision offered.

Good daily risk assessments are in place for the indoor and outdoor areas of the premises, ensuring all potential hazards are minimised to prevent unnecessary accidents. A few outings have been undertaken although no formal risk assessment has been completed as required.

Good systems are in place for ensuring children with special educational needs and/or disabilities and those with English as an additional language are included appropriately. Good nappy changing routines and arrangements for younger children to sleep and rest are incorporated into the day to day care. Staff liaise closely with some other professionals. Relationships require developing for liaising with other providers delivering the Early Years Foundation Stage, ensuring children receive continuity of care and learning.

The children's welfare and safety is paramount to all staff. High adult to child ratios ensure all children enjoy quality time in the setting and they are fully supervised

when playing indoors and outdoors. The good range of well organised resources are rotated on a regular basis keeping the children busy, interested and occupied each day. Staff regularly check the toys, equipment and activities available are clean, safe and suitable for the children attending. For example, some Montessori equipment incorporating small pieces are not used when younger children attend to prevent choking accidents. Staff and children represent the diversity of the local community. Children learn to speak French and sing songs in Italian as staff share their personal culture. Opportunities to discuss differences or learn about other festivals enhances children's awareness that everyone is special and should be respected. Children access a good range of positive images through books, toys and posters readily available in the play areas.

Staff have worked hard to develop good relationships with all parents. Parents are pleased with the changes staff have implemented. For example, they now receive detailed information about their child's personal learning and development on a regular basis. They feel more involved with the provision as they know staff listen to their views and where possible incorporate them into the daily practice. For example, an early morning club will be available next term. New children have settled quickly and parents are pleased with the useful report provided. This has enabled them to help their child adjust as they use the tips and advice provided. For example, singing some of the nursery rhymes at home, enabling the child to feel more able to join in at the nursery school. Parents receive good quality information via the prospectus, policies and procedures, notice boards and newsletters. They are particularly looking forward to attending the Christmas concert at the end of term.

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

The staff work hard to make the premises their own each day as they lay out and pack away all the toys, equipment and activities. They provide good quality stimulating and interesting activities throughout the session, supporting each child's personal progress and development. Children's artwork is displayed around the provision, enabling them to develop confidence and self esteem. Children feel safe and secure. They have good relationships with the staff team who encourage them to share their feelings or concerns. They know they must not leave the room without an adult and should only run outdoors. Children are learning the importance of using the equipment safely. For example, they recognise scissors can be dangerous and handle them with care.

Children are very aware of the importance of developing a healthy lifestyle. They all enjoy fresh fruit and water or sugar free juice at snack time. Parents are encouraged to provide healthy packed lunches, specifically free of nut products in line with the group's policy. Staff incorporate activities and discussion into the programme to continue to develop this awareness. The children and staff throughout the day use good hygiene routines. Children are very aware they wash their hands to 'get rid of the germs' before they eat their meal. Parents know a sick child should not attend the provision and staff keep parents fully informed of any infectious illness. For example, they place a notice on the board regarding an

outbreak of chicken pox.

Children enjoy regular opportunities to play outdoors in safety. They pedal a bike or participate in parachute activities. Staff take children for walks through the local woods or visit the local park where they can practise their climbing, sliding and jumping skills.

The staff are conversant with the Early Years Foundation Stage curriculum, effectively incorporating this into their daily routine. Good, well organised planning ensures the six areas of learning are covered equally, using suitable free play and adult led opportunities. Attention is given to ensuring younger children can participate at their personal developmental level. The well written observations are used effectively to promote children's ongoing progress and development. Informative, well written reports at the end of each term offer parents the opportunity to discuss their child's personal progress and development.

All the children are making good progress towards the early learning goals. They are developing their life skills as they work together cooperatively, promoting a harmonious atmosphere throughout the provision. Children tidy their activity away after use and enjoy resolving problems as they work together to set up the new train track. They dress themselves to go outdoors and use the toilet without help.

The children are keen to attend and try new activities each day. They settle quickly to an activity of their own choice, playing with their new friends. Montessori activities are readily available for self selection where children explore a wide range of resources developing their all round skills. For example, using tongs to move small pom poms from one receptacle to another. Children enjoy regular opportunities to explore paint, dough, glue, sand and water as they play. They make the play dough with a staff member, keenly measuring the ingredients and mixing them together. Children love singing songs and rhymes, creating their own music using the musical toys or keeping in tune with the piano accompaniment provided by staff. They enjoy listening to stories and reading books on their own. Staff encourage children to use a book as a reference when they make their props for the concert. Children are eager to count how many are present each day or discuss how they can share an apple as it is cut into half then quarters at snack time. They enjoy role play activities, particularly pretending to be doctors and patients; they use the stethoscope and thermometer appropriately or put a plaster cast onto their patient's broken leg. Imagination and creativity are encouraged through making their own models from a variety of materials or creating their own artwork using paint and glue. Activities developing children's writing skills enable them to write their own name using recognisable letters. They are developing their computer skills as they confidently use the mouse to select a programme of their choice. The children behave well. They understand the rules of the group and minimal intervention is required as staff calmly and quickly resolve any problems. Staff regularly praise and encourage the children's progress and achievements, developing their self esteem and confidence.

## 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	3
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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