



Haydon Hall Montessori Nursery

Inspection report for early years provision

Unique Reference Number	EY270688
Inspection date	13 October 2005
Inspector	Kim Mundy / Pauline Nazarkardeh
Setting Address	Haydon Hall, Southill Lane, Pinner, Middlesex, HA5 2EG
Telephone number	0208 866 4701
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Registered person	Roy Edmund Beggarow
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Haydon Hall Montessori Nursery is owned by Roy Beggerow. It has been registered since December 2003. The nursery operates from a single storey building in Eastcote in the London Borough of Hillingdon. It has five classrooms and the shared use of an additional play room. There is a fully enclosed garden for outside play.

The setting is registered to care for a maximum of 70 children at any one time. It is open weekdays from 09:15 to 15:00, term time only. During the holiday time a holiday

club is offered to the children on register, for 4 hours a day, 4 days a week. Children attend for a variety of sessions with the lunch club covering the time between the morning and afternoon sessions. There are currently 81 children aged between 2 years to under 5-years on roll. Of these, 34 receive funding for nursery education. The nursery supports children with special educational needs and a number of children who speak English as an additional language.

There are 17 members of childcare staff including the manager who work with the children. The manager and 14 staff hold appropriate early years or Montessori teaching qualifications.

The nursery follows Montessori and traditional methods of teaching. The curriculum includes French, drama, gym, national dance, music and movement classes. Parents are able to pay for computer and ballet classes. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are enjoying healthy snacks such as, fruit and milk. Staff are fully aware of the children's individual dietary requirements and they provide information for parents regarding healthy packed lunches. Children are able to help themselves to drinks when they are thirsty from the attractive snack tables in each classroom.

Children's well-being is positively promoted and supported by the very clear and comprehensive written policies and procedures which is carried out thoroughly by staff. Several staff hold current first aid certificates and comprehensive arrangements are in place for accidents and administering medication. Children are protected from unnecessary illness as they do not attend when they are infectious. Several staff are trained to administer an Epi-pen. Children are learning very good hygiene practices as staff maintain good levels of hygiene throughout the nursery. For example, hand washing before meals and after using the toilet. There are good procedures in place for nappy changing and managing bodily fluids to prevent cross-infection.

All children enjoy daily fresh air and exercise as they run, jump, balance and steer wheeled toys. Children benefit from walks in the surrounding grounds as they collect leaves and pine cones.

Nursery Education.

Children have lots of fun as they develop their physical skills and gain good control of their bodies when participating in national dance, ballet, gym, music and drama. They squeal with excitement as they play games such as, 'What's the time Mr Wolf'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel welcome in this very child-friendly environment. Staff greet children on arrival and they provide a range of interesting and stimulating activities. There is a good range of clean and well maintained furniture and equipment to meet the children's individual needs such as, child-size furniture.

Children are very safe and secure on the premises because staff place a strong emphasis on their well-being. For example, good fire procedures, risk assessments and thorough safety policies and procedures are in place. Children are well supervised as staff are deployed effectively.

Children's welfare is safeguarded as the staff have recently updated their knowledge and understanding of child protection. Good policies and procedures are in place in the event of suspected abuse and an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and content playing either by themselves or alongside their peers. Relationships are a strong feature of the nursery. Children are very caring towards each other and they have good trusting relationships with the staff. Children's learning is enhanced due to very effective staff interaction such as, looking at number sequences, making musical instruments and making their own note books.

Children are familiar with the staff and the routines that are in place. They are confident to approach staff for support and are able to express their needs or concerns without any hesitation. This helps them to feel secure and confident. Children are able to make decisions about what they would like to do next and the environment and resources are organised to ensure this. Children's art work is valued and displayed, either by the child or the adult and this contributes to their sense of belonging and a feeling of self-worth. An appropriate curriculum for the younger children attending is currently in development and due to this these children's opportunities are not as varied.

Nursery Education.

The quality of teaching is good. Staff know the children extremely well and they plan thoroughly for their individual needs. Children benefit greatly from the high quality of teaching carried out by staff who ensure that learning is fun. Activities and discussion times are very interesting and capture the children's interest. As a result, children are highly involved in activities and able to concentrate for lengthy periods of time.

Children have very good opportunities to experience a wide range of interesting topics. They independently select their own resources and this contributes to them being confident learners. Staff are very positive role models and they clearly introduce and explain new activities. Children fully understand what is expected of them and they are very kind and considerate towards each other.

Children communicate very well and share their ideas and experiences. For example, a child explained that they needed a mat for the table otherwise it would get stained with their pen. Staff are highly skilled helping children to extend their vocabulary and encourage them to think for themselves. Many children recognise their own names and those of other children and they confidently attempt to write and sound the letters of their names and during their play.

Children are developing good physical skills as they participate in outdoor play activities, although there are some missed opportunities as staff do not link this to current themes to further enhance their learning. They are developing very good manipulative skills as they use tweezers to pick up beads and scissors to cut out shapes. Children enjoy learning about healthy living during cooking activities and various themes.

Children are given lots of opportunities to express themselves creatively through music, dance and art. Although there are some opportunities for role-play, children are not expressing their ideas and feelings imaginatively. Children enjoy a wide range of stories with puppets and props for example, 'The Hungry Caterpillar'. Children are very well supported and suitably challenged as staff plan and prepare quality activities while considering the children's individual needs. Their progress is closely monitored and shared with parents.

Children's mathematical knowledge is excellent, within many practical activities they can problem solve and identify mistakes. When looking at a rectangle shape, children can explain why it is not a square. There are many other good quality activities which develop and extend on their learning. Staff make very good use of time and resources.

Children really enjoy learning about the world they live in. They are developing a good knowledge of geographical, scientific and historical topics through meaningful activities. For example, which continent animals live in, changes from ice to water and studying mini-beasts. Children are using a range of equipment with increasing confidence such as, globes, magnifying glasses and cash tills.

Helping children make a positive contribution

The provision is good.

Children are developing lots of confidence and self-esteem. They are very happy because the staff know them extremely well and they are able to meet their individual needs very effectively. Children are highly respected by staff and this is reciprocated by the children.

Children have excellent opportunities to find out about their own culture and beliefs of other people as they celebrate different festivals. For example, Eid, Hanukkah, Christmas and Chinese New Year. They have access to a very good range of toys and resources which promote equal opportunities such as, dressing up, dolls, different types of music and National dance. Children enjoy quiet and relaxing times as they listen to stories and they have very good opportunities to explore using their senses. For example, tasting, smelling, feeling and listening. Children are learning to

manage their own behaviour as staff provide consistent boundaries and they are very kind and considerate towards each other. As a result, children's social, moral, spiritual and cultural development is fostered.

Children who have special needs are well cared for. The named special educational needs coordinator has attended relevant training and she shares her knowledge with the staff team. Staff are able to identify concerns relating to children's development and they know the correct procedures to follow. Children benefit from the staffs enthusiasm to develop their skills. For example, British Sign Language.

Partnership with parents is good. Staff provide on going information about the children's routine, activities and achievements. Parents have the opportunity to meet with staff to discuss their children's progress and they are involved in identifying the next steps for their children's learning. Staff provide ideas for parents to extend their children's learning at home and they are welcome in to the setting at any time.

Organisation

The organisation is good.

Children are familiar with the routines that are in place to help them settle quickly and feel secure. They initiate their own learning as they are able to access resources and activities that are well organised. Consequently, there are many opportunities for children to be independent and to be engaged in purposeful play.

The management of care enables children to understand the importance of how to keep themselves safe and healthy. The setting has a commitment to ongoing training and staff are encouraged to continue developing their professional knowledge and expertise. The manager has been able to identify areas of weaknesses within the provision. Systems are beginning to be put in place to address weaknesses effectively especially in relation to implementing a framework which caters for the developmental needs of the younger children. Children benefit from the systems in place which ensures that staff and parents are kept up-to-date with the required policies and procedures.

Leadership and Management of the setting in relation to the education of three and four-year-olds is good. The staff team are very clear about their roles and responsibilities and work closely to meet the individual educational needs of children. Staff use their initiative and there is a strong commitment to professional development. The children benefit immensely from the good team work.

The setting meets the needs of the range of children attending.

Improvements since the last inspection

Since the previous inspection the setting has maintained confidentiality and the staff have updated their knowledge of child protection. This improves the care and welfare of the children.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- plan and provide a suitable range of activities which are appropriate for children aged two to three-years- old.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning to strengthen the provision for creative development and outdoor play.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk