

Faith Montessori Nursery Ltd

Inspection report for early years provision

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Inspection date 10/06/2010
Inspector Janet Marie Thouless

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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

Faith Montessori Nursery was registered in 2004 and is located in the Catford, Forest Hill area of the London Borough of Lewisham. The nursery operates from three floors of a large semi-detached house and there is a secure garden for children to enjoy outdoor play. The nursery is in receipt of funding for the provision of free early education to children aged three and four and follows the Montessori educational philosophy.

The nursery is registered on the early years and compulsory and voluntary childcare registers. It is open from 8.00am until 6.30pm for 51 weeks of the year, closing for Bank Holidays and one week at Christmas. The setting is registered to care for a maximum of 85 children in the early years age group. There are currently 60 children on roll aged from 6 months to five years. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. Access to all areas may be difficult for disabled users due to the presence of three flights of internal stairs, however, access to the ground floor is suitable for wheelchair users.

The nursery employs 16 staff all of whom hold appropriate early years qualifications. The nursery receives support from a mentor within Lewisham Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming nursery where the staff team know them well and acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. They make good progress in their learning and development through the effective systems that are in place. The nursery fosters good partnerships with parents as the families are involved as part of the nurseries commitment to inclusion. Management in partnership with the staff team have begun to evaluate the nursery to establish what they have achieved so far and identify appropriate areas for future improvements, for example, the completion of further observations to inform children's next steps in learning and the completion of behaviour management courses.

What steps need to be taken to improve provision further?

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

- further develop partnerships by working together with others to support children's transition between nursery and school

The effectiveness of leadership and management of the early years provision

Safeguarding is a priority for the nursery and children are kept safe due to the effective procedures in place and the clear understanding of the roles and responsibilities in protecting children. Robust recruitment and vetting procedures are in place which ensures the continuing safety of the children. All required regulatory documentation that promotes children's health, safety and well-being is in place. There are clear policies and procedures in place which are fully understood by the staff; these form part of their daily practice. For example, risk assessments, attendance and visitors' records, as well as accident and medication records, are all carefully maintained.

Management and staff influence policy changes through attendance at regular team meetings, where they have opportunities to discuss and contribute to self-evaluation. As a result, all staff feel fully involved and take ownership in driving continuous improvement within the nursery. Staff work well together as a team and staff deployment is highly effective in ensuring that children benefit from a very good level of individual support. On arrival, children show great delight as they are individually welcomed by key workers or familiar adults and peers. As a result, children feel safe and secure in the nursery and are forming positive attachments. The nursery is able to fully support children with special educational needs and/or disabilities and for whom English is an additional language. Good links are established with external agencies to ensure that the child's specific individual needs are highlighted and met by the staff team.

Play space available to children is well organised to ensure their personal safety and well-being at all times. They have access to a good range of resources which are displayed on low level shelving, in clear boxes with pictures and text so all children can clearly identify what's inside. As a result, children are able to make individual choices in their play and learning.

Partnerships with parents are good and there is clear two-way communication on a day-to-day basis as well as frequent opportunities to discuss children's progress. Effective settling in procedures are in place to meet the individual needs of children and their families alongside a key person system. As a result, children's welfare and sense of belonging is fully promoted. Parents are welcomed into the nursery for social events such as Black History month and fun days in the park during the summer. Partnerships with external agencies are good. For example, speech and language therapists to support children's individual learning needs. However, partnerships with schools have not been fully developed to support children's transition from nursery to school.

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

Staff are sensitive to children's individual needs, including those children with additional needs, so the children feel safe and secure. This in turn, enables

children to have an enthusiasm and positive attitude towards learning. Staff value every child and include them in activities that meet their needs and enable them to make the best progress they can. Staff are continuing to develop regularly observations and assessments to monitor their key children's learning and development, identifying achievements and next steps for learning, to help each child along their journey towards achieving the early learning goals of the Early Years Foundation Stage. The staff team manage children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying 'please' and 'thank you' in all that they do.

Younger children happily approach staff for cuddles and support showing that they are happy and relaxed in their care. They confidently explore new experiences and demonstrate good levels of interest and involvement. For example, they delight in pressing and pushing buttons on resources working out that one action has an effect on others. Staff give children time to repeatedly practise acquired skills. As a result, children's confidence and self-esteem is well fostered. Older children are progressing well in all areas of learning and development through the use of the Montessori sessions. Small groups of children choose from specialised equipment in the Montessori room, such as the tea set in the practical life equipment, using it to develop an awareness of volume and measure. Part of the Montessori session involves putting the equipment away after use and this helps children to develop a sense of community and respect for their environment.

Staff are supportive of children's play; they are on hand to guide and direct, and make good use of open-ended questioning to encourage children to extend their thinking in their chosen activities. For example, children question how high they can build a tower of bricks before it falls. Staff support this by giving children ideas on how to place each brick to ensure they are evenly balanced. Children are engaged in many activities to help develop their skills for the future. They have access to a range of information and communication technology equipment and ample opportunities to develop and practise writing skills throughout the age groups. Mathematical concepts are encouraged through the use of practical activities and daily routines. All children have access to role play equipment, where they enjoy imaginative play. As a result, children are able to act out scenarios which help them to consolidate their thoughts and feelings in their day to day lives.

Children's welfare and safety is supported well. They learn about danger and personal safety by routine and staff example. Children clearly understand and relate to good hygiene during routine hand washing and use and dispose of tissues appropriately. Children enjoy healthy and nutritious snacks and meals and have access to drinking water at all times. Children's individual dietary needs and feeding routines are clearly maintained to ensure that these can be met at all times.

Children thrive and enjoy a good variety of activities within outdoor play to promote their physical and social development. They enjoy climbing, sliding and using wheeled toys, as well as painting, cutting and drawing. They use gardening resources confidently to plant a range of vegetables and learn how to care for them, they happily discuss the need for sunlight and water to help the vegetables

grow. This enables children to have first hand experiences without any repercussions if they make a mess. The ethos of the setting enables positive outcomes for all children and their families.

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