

Hope Montessori Nursery School (Marylebone)

Inspection report for early years provision

Unique reference number	EY395761
Inspection date	04/02/2010
Inspector	Arda Halls
Setting address	47-57 Marylebone Lane, London, W1U 2NT
Telephone number	02072244720
Email	kaya@hopemontessorischool.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Hope Montessori Nursery School (Marylebone) was registered in 2009. It is one of two nurseries privately owned by Hope Montessori Nursery School Ltd. The provision operates from three play rooms over two floors in Marylebone in the City of Westminster. The school is easily accessible with no external stairs into the building.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 70 children under eight years. There are currently 70 children on the register. The nursery is open each weekday from 08:00 to 16:30 for 50 weeks of the year. All children share access to a secure enclosed outdoor patio area as well as a local private garden.

The Nursery School currently supports a number of children with English as an additional language and also supports a number of children with learning difficulties or disabilities. The nursery employs 15 members of staff. All of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a level three qualification. Other childcare trained members of staff are also working towards Montessori qualifications.

The nursery is affiliated to the Pre-School Learning Alliance and receives support from the Local Authority. The nursery follows both the Montessori curriculum and the guidance for the Early Years Foundation Stage (EYFS). The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in this child-centred environment where they feel safe and supported by staff. Providers demonstrate a warmth and sensitivity in their interactions with children and they give effective levels of attention to children throughout the day. Children are provided with a good range of Montessori equipment alongside free and creative play which ensures they progress very well in all areas of learning. Staff have a good understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their children's care and learning. Well written policies and procedures securely underpin the school's practice and are readily available for parents. Successful partnerships with parents ensures that information relating to individual children's progress is shared effectively.

What steps need to be taken to improve provision further?

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

- ensure the consistent implementation of the procedure for preventing cross

- infection with regard to nappy changing
- implement an effective procedure for the re-heating of children's food when brought from home

The effectiveness of leadership and management of the early years provision

Leadership and management in the centre is strong, and staff are well qualified and committed to promote good, child-centred practice. They continuously strive to improve children's play and learning experiences. Thorough implementation of secure policies and procedures, children's safety and well-being are consistently and effectively promoted. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. Staff have a good understanding of their responsibilities and work continuously to further extend their skills. They are very clear about safeguarding procedures, and child protection training is seen as a high priority within the setting. As a result, staff are confident about what would cause them concern, what action to take and the need for confidentiality. Consistent staff deployment throughout the day helps to ensure that children's welfare needs are fully met. Staff have a gentle yet consistent approach to management of children's behaviour and encourage children to develop safe levels of independence. Risk assessments are effective and clearly understood by all staff, helping to keep children safe in all activities. Staff continue to review risk assessments to devise better strategies to address potential risks to children.

The centres self-evaluation is ongoing. The provider demonstrates how staff are actively involved in evaluation of the setting and accurately portrays the settings many strengths. All staff and management demonstrate a strong capacity to improve and therefore respond more extensively to children's needs. Managers provide regular opportunities at staff meetings for staff to share their opinions of policies and procedures, thus helping them to understand what these involve. Toys and resources are of good quality and both staff and resources are deployed consistently throughout the nursery. Resources are arranged on low, open shelves according to the area of learning to enable children to progress through the Montessori methods.

Good quality relationships with parents are founded on trust and cooperation and the strong links developed reflect staff commitment to working with parents and carers in close partnership. Parents speak highly of the provision, and consistently express how much their children have progressed in their learning and development. Parents enthusiastically share information with their children's key worker about starting points, enabling staff to formulate individual plans and reflect children's interests fully. To encourage home links, children take home their individual log book in which parents are actively encouraged to contribute to children's learning and development records. Staff liaise closely with parents to understand and support additional learning needs which helps them focus effectively on the inclusion of all children. Close working links are established with a range of other professionals to ensure individual needs are met if learning difficulties or disabilities are present. This helps to ensure developmental concerns do not present barriers to children's progress and enjoyment. Opportunities are

provided for parents to see their children's assessment records and discuss their progress with staff, both formally and informally as requested. Systems are in place to ensure links can be made with other providers if required.

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

Children are very settled and secure in the nursery and therefore they thrive. The work and play environment is busy yet relaxed. The atmosphere is quiet within this child-friendly and warm welcoming environment where children are interested, motivated and enthusiastic in all that they do. All children make good progress and are well cared for because their key workers know them well. They assess their progress so that they can identify the next steps the children need to take. They monitor the progress of different groups of children in each area of learning to ensure that they match the right opportunities and challenges with each child. A summary of children's progress is included in each child's development file. Key workers regularly review the progress the children are making to provide a good balance of adult and child led activities based on children's observed interests and spontaneous child initiated activities. The children have constant choice from the moment they arrive to the moment they leave. They choose the resources they want to play with, and the staff support the children to help move the children on in their development.

Children of all ages are beginning to understand about a healthy lifestyle as they enjoy a range of healthy foods and drinks regularly throughout the day. However, children's food from home is not always sufficiently heated before serving and nappy changing is not always carried out as stipulated in the nappy changing procedure. Children's welfare could therefore be compromised. Children demonstrate a willingness to keep themselves safe through their successfully good behaviour. They show that they understand safety rules such as not running indoors in case they slip or fall and hurt themselves. Discussions on safety are supported with the use of books and posters. They are protected indoors and out through the use of thorough risk assessments, staff attention and awareness of each individual child. Fire drills are regularly undertaken with the procedure reviewed and timings recorded.

Children interact positively with staff who are good role models. Staff have high expectations of the children and they speak to them in a positive way. Consequently, children behave well and make very good progress in their personal, social and emotional development. They share, take turns and concentrate well. They are encouraged to complete their work tasks and it is accepted when a child loses interest in an activity for whatever reason. Because of this it is easy to see how children's interests and welfare are paramount. They are not expected to persevere with tasks that are not relevant or of interest to them. This is good childcare. The staff support the children well, asking them questions, for example, about the books they are looking at or the puzzles they are making. They provide them with stimulating experiences exploring different textures. Children are

encouraged to 'touch what they see'. There is good provision for young children to learn through feeling and listening. They explore using a range of natural materials, treasure baskets and heuristic play. Children gain knowledge and understanding of the world around them as they explore the resources and learn new vocabulary. Pre-school children have a wealth of materials to interest them. Children develop their imagination through dressing up in role play. Sand and water exploration is plentiful which means children are learning valuable skills such as how to accurately pour a jug of liquid without spilling. When there is spillage, children do not become upset but quietly and methodically wipe up the floor, their table and themselves. They are learning to take responsibility for themselves as well as learning about mathematical concepts such as a 'whole jug' or a 'half jug'. These skills are valuable and children are actively learning and progressing at their own pace as they learn skills they need 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

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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met