

Bright Spark Montessori

Inspection report for early years provision

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Inspector

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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

Bright Spark Montessori is privately owned. It opened in 2009 and operates from one large and two smaller play areas on the second floor of an office building in the London borough of Hillingdon. There are lift facilities within the building. Children have access to a safe enclosed outdoor play area.

The nursery follows the principles of the Montessori teaching method. A maximum of 30 children may attend the nursery at any one time. The nursery is open each Monday, Wednesday and Friday from 9:30 am to 3:00 pm, and each Tuesday and Thursday from 9:00 am to 12:00 noon during term time. There are currently 20 children in the early years age group on roll.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs four staff, including the manager, all staff hold appropriate early years qualifications.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely confident and secure in this stimulating and interesting environment. They benefit from a varied and balanced range of adult-led and free-choice activities each day, keeping them busy and occupied as they play and learn. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and able to fully participate in all activities offered. Partnership with parents and other agencies is a key strength and ensures the needs of all the children are met. The outdoor area is generally suitable for purpose. The staff monitor and evaluate the service they provide for the children and this enables them to make continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- further develop the outdoor environment to encourage children's interest and curiosity in this area

The effectiveness of leadership and management of the early years provision

Children are cared for by staff that are rigorously vetted and suitable to work with them. Effective staff recruitment procedures include relevant checks, such as criminal record checks and references. New staff spend a probationary period in the setting during this time they are expected to read policies and procedures and to understand how their role supports the children and the existing staff team. Staff have a good knowledge and understanding of the safeguarding procedures and therefore, children are suitably protected. Children are further protected as visitors to the setting use an entry phone to enter the building and are required to sign the visitor's book. Staff are suitably deployed working directly with children both in and outdoors. Children are safe and secure on the premises as staff undertake daily risk assessments, however, these do not include the risk assessments for outings.

The provider/manager has a very strong commitment towards driving improvement in the practice of the setting. Staff are actively involved in this practice through regular planning meetings to discuss and contribute their ideas. Regular supervision of staff enables the provider/manager to identify training development needs and monitor staff performance. Self-evaluation is accurate and enables the setting to identify and prioritise areas for improvement, for example, developing the outdoor play opportunities for the children.

Partnership with parents and carers is a key strength in the setting. The effective key worker system and very well documented observations and progress reports ensure parents are kept well informed about their child's progress. Informal day-to-day discussions, notice boards and newsletters further promotes communication with parents/carers. Parents and carers are unanimous in their support of the setting and are extremely happy with the care and education their children receive. The flexible settling-in period allows parents to stay with their child as long as they need. The provider/manager demonstrates and understands the importance of working with all professionals involved with the care and education of the children to ensure a consistent approach to their learning and welfare.

An inclusive and welcoming service is provided by staff thus supporting children and providing an enabling learning environment. Signs, labelling, posters, photographs and conversations in the setting support children's understanding of the local community and wider world. For example, posters of the seasons, the natural world, flags and discussions about the weather and the appropriate clothing needed. The children all contribute to dialogue about 'What we wear to keep warm in the snow.' All children benefit from this inclusive environment with equal opportunities to make good progress in their learning and development. Children are encouraged to develop a strong sense of community because all staff have a caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging. For example children confidently discuss celebrations with their families and what it means to them.

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

Children clearly enjoy their time at the setting; they are secure, confident and happy. They arrive full of enthusiasm for the session ahead, quickly settling at their chosen activity. Staff greet the children and their parents with warmth. Resources in the setting are of good quality and displayed in low level open shelving thus allowing children to make informed choices about their play. The children are very skilled at making these decisions and choices and are extremely well supported by the staff. The good range of Montessori and traditional toys, materials and resources are provided to meet the varying needs of the children attending.

Staff have good knowledge and understanding of the Early Years Foundation Stage and the Montessori ethos. They engage children in a range of purposeful activities, which are planned to support individual learning. There are clear procedures in place for staff to observe children's stages of development, and this information effectively leads to individualised planning. There are good levels of child-initiated and adult-lead activities. Staff are highly skilled at adapting questions and activities to suit the age group of children involved.

Children develop good skills for the future as they select books for pleasure, enjoy turning the pages and begin to understand that the print carries meaning. They really enjoy listening to familiar stories and predicting what happens next as they remember how they behaved when they were babies. Children take pleasure in singing and are very self assured as they sing favourite songs to the group.

Problem solving, reasoning and numeracy are strongly promoted with Montessori teaching resources being well used. Children have good opportunities to develop skills in information and communication technology, they have fun as they develop the necessary skills to operate a simple computer program and operate the mouse.

Children are learning how to keep themselves safe both in the setting and out in the community. They confidently discuss how to cross the road, how to wear seat belts in the car and remind their peers how to carry chairs safely. In addition staff gently remind children how to carefully walk down the stairs as they go to the garden. Regular fire drills are completed by the children who very ably evacuate the building.

Children learn the importance of adopting healthy lifestyles as they play in the outdoor area with hoops and balls, they all laugh as they practice basket ball; they are particularly pleased when they manage to throw the ball into the net and when staff join in with the game. Children and staff make appropriate use of the outdoor area, however, this area is less attractive and inviting for children. Children have further opportunities for exercise as they dance to music and listen attentively to instructions as they play 'Simon says'

The setting supplies healthy snacks that take account of children's particular dietary needs. Fresh fruit is supplied, along with plenty of water to drink. Children

understand and acknowledge the importance of keeping hydrated when exercising.

Children have developed very good friendships in the setting, they greet each other with enthusiasm and encourage their peers to join in with their activities. Staff are very good role models encouraging children to show each other respect and kindness, and contributing to the friendly, caring and learning environment.

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
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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