

# Star Child Montessori Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY385314

**Inspection date**

11/03/2010

**Inspector**

Gillian Cubitt

**Setting address**

Wiltshire Road Hall, Wiltshire Road, Thornton Heath,  
Croydon, CR7 7QN

**Telephone number**

02087645586

**Email**

starchildmontessori@hotmail.co.uk

**Type of setting**

Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Star Child Montessori Day Nursery opened in 2004; it is privately owned and became a limited company in 2008. It operates from two halls in Thornton Heath, Surrey. A maximum of 108 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to two secure outdoor play areas and an indoor hall area. There are currently 94 children on roll aged from three months to under eight years. The nursery is registered on the Early Years Register; it is also registered on the compulsory part of the Childcare Register. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 27 members of staff. Of these, 20 hold appropriate early years qualifications to at least NVQ at level 2.

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

Overall the quality of the provision is satisfactory.

Children happily play in a very well maintained, clean and inviting environment. They are supported by caring practitioners who help children to make progress in their learning and development. Most aspects of the children's welfare are well supported, all play areas are safe and children's individual care needs met where inclusion is observed. The owner evaluates the service, although some aspects of the legal framework have not been fully implemented. Partnerships with parents is a key strength and the owner is aware of the importance of building links with other partners and schools.

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

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

- ensure least one person has a current paediatric first aid certificate when going on outings (Safeguarding and promoting children's welfare) 29/03/2010

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

- develop staff's awareness of the Special Educational Needs Code of Practice to aid in their assessment of educational programmes for children with special educational needs and disabilities
- improve outdoor play areas for babies and toddlers to provide them with wider spaces to ride on mobile equipment
- continue to develop staff skills use of observation so they are able to make meaningful assessments to enable them to effectively plan for children's next steps in their learning and development
- improve access to accident records to provide an overview of accidents that

- occur within the nursery and link these in with risk assessments
- update safeguarding policy to ensure that staff fully understand the procedure if there is an accusation made against a member of staff

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

Children are safeguarded by practitioners who are fully cleared through vetting procedures. They follow policies and take advice from the owner of the nursery if they have any concerns regarding children's welfare. Written safeguarding policies also inform practitioners, although procedures regarding suspension are not clear. The owner/manager is passionate about providing a high standard of provision and the environment where children play is good. It is a bright, very attractive nursery where all areas are well maintained and very clean. Resources and toys are deployed well giving children good access to aid their learning. Risk assessments are completed by the owner and deputy manager and practitioners are aware of the requirements. Children are generally well supervised both within the nursery and when going on outings. However, practitioners taking children to local parks do not have the required first aid qualification. This is a breach in the requirements which the owner is immediately addressing. Inclusion is reflected in the variety of resources and activities available. All children have opportunities to play outside although the area for toddlers to move ride-on toys is limited. The nursery ethos promotes awareness of diversity. Both children and parents share knowledge of their different cultures through everyday activities as well as cultural awareness days. Children with special educational needs and/or disabilities are made to feel welcome although practitioners do not have sufficient awareness of the requirements under the Code of Practice for children who are receiving funding for education to ensure children's needs are fully met.

Parents and carers who use the nursery find the level of care good and their involvement helps their children settle and learn. Parents receive daily verbal feedback and there are written care sheets for babies. Parents are invited to attend parent evenings to discuss their children's progress and also to learn about the Early Years Foundation Stage and the Montessori method of teaching. Parents are also invited to attend outings to such places as the Natural History Museum to follow children's early interest in dinosaurs.

Policies and procedures are updated and available to inform practitioners and parents. Other documentation pertaining the efficient daily organisation of the nursery are well maintained and correct although accessing a clear overview of accidents is difficult. This is because the records are kept in children's individual files. The owner/manager considers ways on how to improve the nursery environment and this is reflected in a good self evaluation where it shows that there are plans to reorganise outside play areas for children as well as to support practitioners in their own development.

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

Children are happy and settled at the nursery. Practitioners plan along the six areas of learning of the Early Years Foundation Stage which ensures children have variety. They also link in Montessori teaching to areas of learning. Practitioners use the Early Years Foundation Stage profiles to make observations of what children do. However, in some cases next steps are planned for children prior to meaningful observations of what children do. This impacts on the clear picture of children's overall learning and development journey.

On arrival children quickly become involved in the available activities. The day has structure so children have times for inside and outside play. Older children spend time in two rooms. For example, in the morning they have fun playing in the role play areas, pretending to have a birthday party. They enjoy painting on cut out paper shapes and sticking glitter on cards for mothers' day. Children have opportunities to look at the shapes of various fruit and to feel the different textures. In the afternoon children change rooms where they access resources linked to the Montessori method of teaching where qualified practitioners engage children in some adult led activities. All resources are easily accessible which aids children's independence as they choose their activities. Children's social development is supported through all areas of their play. They enjoy books together with listening to stories with practitioners. Children have opportunities to be creative, for example, they like free painting on cut out shapes. Most children are included in separate sessions for music and French. The music session is a particularly favourite especially for the older children. They beam with pleasure when the music teacher arrives. They listen and sing to jolly tunes accompanied by the guitar, they run, skip and stomp around to the song 'Nellie the Elephant'. Children count and clap to rhythm and sing with enthusiasm. Children discover numbers through counting by rote and the Montessori methods of building towers, counting red rods and feeling the sandpaper numbers. They also have opportunities to feel and examine 2D and compare these with the corresponding 3D shapes. Children's understanding of the world is aided by outings to local parks as well as naming the parts of plants which are brought into the nursery room. Children also benefit because the nursery embraces cultural differences to help children play and learn from others. Children's physical development is supported during periods of outside play. Older children have fun riding bicycles and scooters, jumping in and out of tyres and climbing the tree.

Babies and toddlers have their own special rooms where practitioners form secure bonds. For example, babies respond to a practitioner's soft singing to help them relax and sleep. Most babies remain on the carpeted areas which are warm and cosy. They also take rugs to sit on when they go outside. Babies and toddlers all have access to appropriate toys and resources for their age and development.

Children's health is supported well. They benefit from playing in bright clean and well maintained areas. Children enjoy the freshly cooked meals prepared by cook each day as well as the fresh fruit and raw carrots provided for snack times. Fresh drinking water is easily accessible. Children are made aware of hazards when

playing outside and when climbing the tree which heightens their awareness of their own safety. Children behave generally well. They listen and respond to practitioners and learn to take turns and be kind. However, at certain times of the day children become over excited in their anticipation of play time outside.

Overall, children benefit from participating in activities that link to all areas of learning. They develop confidence in their social skills which is sound preparation for their transition to their next stage in learning.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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