

# Dawmouse St. Peter's Montessori Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	EY311833
<b>Inspection date</b>	04/05/2010
<b>Inspector</b>	Martha Naa Ahimah Darkwah
<b>Setting address</b>	St. Peter's Church Hall, St. Peter's Terrace, London, SW6 7JS
<b>Telephone number</b>	020 7835 5731
<b>Email</b>	
<b>Type of setting</b>	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)  
W: [www.ofsted.gov.uk](http://www.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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Dawmouse St Peter's Montessori Nursery School is one of two nurseries run by Dawmouse Nursery school limited. It opened in 2005 and operates from two rooms in a church hall situated in the Fulham area of the London Borough of Hammersmith and Fulham.

A maximum of 45 children may attend the nursery school at any one time. The nursery school is open each week day from 9:00am to 4:00pm for 34 weeks in the year during term time only. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 57 children aged two to under five years on roll. Of these, 38 children receive funding for early education. The nursery school currently supports a number of children with English as an additional language.

The nursery school employs eight members of staff. Of these, six hold appropriate early years qualification and two are working towards a qualification.

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

Overall the quality of the provision is good.

All children make progress in their individual learning and development to a good standard as staff members are diligent in ensuring they have up to date knowledge of the individual needs of children in their care. The provider takes effective steps to ensure that staff members continually promote every child's uniqueness in the care and education offered. There is an effective system for self-evaluation in place, which enables staff members to improve the quality of care and education they provide, therefore, the capacity to maintain continuous improvement is good.

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

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

- continue to develop observation skills and the procedures for analysing the information on the identified next steps of children's learning to use effectively in the planning of future activities
- continue to extend the partnership with parents to involve them in their child's learning and development and how to support children's learning at home
- increase children's independent access to use listening equipment and information technology

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

Every member of staff in the setting has a good understanding of the Early Years Foundation Stage and work together to ensure its successful implementation. There are good systems in place to identify areas for development which involves staff, parents and outside agencies. Clear targets are set for areas for improvement. All of the recommendations from the last inspection have been addressed well. The provider has ensured that all necessary procedures and policies are in place to manage the setting efficiently to meet the needs of all children. The manager is a good role model and ensures that staff members are supported well to carry out their roles and responsibilities.

Effective safeguarding policies are in place and are clearly understood by staff members, who implement them very well to protect children. An effective recruitment and induction programme, as well as comprehensive vetting procedures, ensures that all adults working with children are suitable to do so. Additionally, ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. As a result, staff members effectively support and include all children.

Children play and learn with the support of well deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of a stimulating range of resources. The setting undertakes rigorous and effective risk assessments to ensure that children are safe and play in a hazard free environment; for example, all equipment and areas are regularly checked and levels of adult supervision ensure children's safety at all times.

The setting is committed to working in partnership with parents and carers and building on existing processes to enhance the effectiveness of this partnership. Parents have comprehensive handbooks detailing all relevant aspects and policies and procedures. There are a number of useful opportunities for parents to share relevant information with staff to enable them to meet their children's individual needs. Each parent is given an individual plan which identifies the main areas to be developed within a period and invited to give a feedback to their child's key worker. Ongoing exchange of information between the parents and key workers ensure continuous contribution to assessments made on their child. Additionally, parents have opportunities to discuss their child's progress with their child's key worker. Parents are given comprehensive information and discussions on the early learning goals. However, the systems to get parents actively involved in supporting their children's learning at home and when out and about with their children is under development. Staff members, parents and other professionals work well together to meet the needs of children.

The setting promotes inclusion through their partnership with parents and with the support of the local authority to ensure that when necessary, children gain additional support; for example, if children have specific special needs. The setting also uses advisory support effectively as it develops its implementation of the Early Years Foundation Stage and gradually develops most advantageous planning and

assessment systems.

Staff members are fully involved in the self-evaluation process to monitor the quality of care and education and successfully identify and address areas for development, for example, extending resources and materials that promote and help children develop skills for the future in innovative ways, such as more information technology, stereos and battery controlled toys. Through child initiated activities, children are enabled to find out how things work and have a fine measure of independence in their learning environment, both indoors and outdoors. Additionally, further improvement to the outdoor play area to build a little pond to breed tadpoles and plants that encourage and attract butterflies.

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

The children are making good progress in their learning and are increasingly independent, well mannered, polite and courteous. Children make good progress in their learning and development. Children are supported by staff members who have good knowledge and understanding of the early learning goals. This is because planning is understood by all members of staff as it is recorded in sufficient detail to ensure a consistent approach and develops each child's uniqueness. Staff members follow clear effective systems for planning, observation and assessments. Planning recognises individuality and is shared with parents. Sufficient information regarding children's achievements, interests and needs are used well to support children to take the next steps in their learning and development. However, the current system for analysing the observation and assessment records is not fully secure. Although the assessment records identify the next steps of children's learning, this is not always sufficiently analysed and used in future planning.

Children explore topical, meaningful and awesome activities, such as using a model volcano to experience what happens when a volcano erupts. They watch as the spewing of lava emerges from the crater, after staff pour into the crater, a carefully prepared and safe combination of liquids that bubbles out after mixing. Children talk excitedly about what is happening 'lava bubbling over from the top' and discuss the effect on the environment and air travel as the volcanic ash shoots out into the air.

The environment is well planned to promote independence and encourage children to access resources from all areas of learning. The staff members support learning well. Children enjoy planned purposeful play that gives them plenty of time for exploration, problem solving, being creative and making good sense of their world. Good clear displays of text, numbers and educational posters help children develop communication and literacy skills. For example, older children know the letters and syllables that make up their name and write or recognise them confidently.

Children spend time in the well arranged book corner reading alone and sharing books with others or re-telling the stories through the use of pictures. They show respect for books and enjoy story time. Children make their own story books at

circle time by writing a story. They write their names as co-authors and the creative depiction of characters in the books are not adult influenced. Staff annotate stories and laminate them to ensure continuous use in the book corner. Children will benefit from having increased opportunities to use equipment to listen to stories.

The setting ensures that child-led activities are promoted for the majority of the time, which allows children to be independent, imaginative and very active in their own learning. Children's all round progress is good; for example, they become confident speakers as they engage in conversations with each other and members of staff, they use a wide range of mark making equipment and see many examples of written language. Their understanding of numbers is enhanced through practical every day experiences. The setting ensures that all children make progress towards their early learning goals in relation to their starting points, including those with special needs or those who use English as an additional language.

Planned activities include celebration of different festivals such as May Day, Diwali, Halloween, and Chinese New Year. Children take part in planned activities and fund raising events to support their chosen charity, raising funds for clinics and nurseries in Kenya. They have access to a wide range of toys that promote positive images of diversity. Positive relationships exist between the staff members and the children. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences.

The welfare of all children is promoted well as the setting implements its policies and procedures consistently. Children play in a safe and secure environment and benefit from robust safeguarding arrangements. Appropriate fire detection and control equipment is in place and in good working order. Staff members understand their roles and responsibilities in the event of a fire and conduct evacuation drills which are in sufficient detail. There are procedures in place to keep children safe when on outings with detailed risk assessment of how children will be safeguarded when on specific outings.

Children's good health and well-being is promoted effectively by all staff members in the setting; for example, children have a growing understanding of healthy eating and lifestyles and how to keep themselves safe and healthy. For example, they benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development. They have daily access to a delightful garden which has different and interesting areas for them to explore a range of activities in all areas of learning. For example, children play with dominoes and construction sets on a mat on the floor and make mud pies by digging holes in the floor in the 'jungle' part of the garden. They are excited as they explore plants and flowers, rake leaves from under shrubs, walk on wooden steps and play in the outdoor play house. Children use their imagination to extend their play as they fill old pots and buckets with the raked leaves to 'boil a potion'. The children really enjoy their time in the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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