

# Archangels Montessori Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	137221
<b>Inspection date</b>	28/07/2010
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<b>Type of setting</b>	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.

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**

Archangels Montessori Day Nursery opened in 1997. The nursery is privately owned. It operates from a detached house situated in a residential road in Penge which is in the London borough of Bromley and serves the local community. The baby unit is on the ground floor, along with the kitchen, a toilet and the office. On the first floor there are three play rooms for children aged over two years along with toilets and a kitchen. At the time of the inspection, the nursery was registered to care for a maximum of 39 children at any one time, currently there are 16 children on roll of whom 15 are in the early years age range. On the day of inspection, all the children in the early years age range were aged under three years. The nursery is open each weekday from 8.00am to 6.00pm all year round. At present, there are morning and afternoon sessions available and holiday care for school age children. There are plans to provide a breakfast and after school club.

The nursery incorporates the Montessori method of teaching in the curriculum and works with the Early Years Development and Childcare Partnership (EYDCP). The nursery supports children who speak English as an additional language. The nursery employs a total of seven members of staff, five of these work directly with the children. Four staff hold relevant early years qualifications and one is working towards a qualification. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is monitored by 24 hour CCTV and uses a biometric access control system.

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

Overall the quality of the provision is satisfactory.

Overall, the setting effectively promotes children's welfare and development. Generally, children's individuality is recognised and nurtured by the staff through good relationships with the parents. Systems to evaluate practice are beginning to be effective in supporting the management and staff to improve standards and make further progress based on what they have accomplished so far. On the whole, effective implementation of policies and procedures and enough staff to ensure children are closely supervised, mean children are able to play safely in a welcoming environment with a family atmosphere.

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

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

- improve the assessment arrangements to ensure the observations of each child's achievements, interests and learning styles identify learning priorities and inform the planning
- ensure staff understand their responsibility around risk assessment
- ensure all children's self-confidence and self-esteem is supported by having

realistic expectations of their competence.

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

Children are protected because clear vetting procedures ensure that staff working with the children are suitable to do so. The environment both indoors and outdoors is subject to risk assessments which in the main are effective in ensuring that risks to children are minimised. However, the staff are not always thorough enough in their daily assessment of risk. For example, a child was not strapped securely into his highchair so he was able to try and climb out. Most staff understand their responsibilities in safeguarding children and all the required written documentation, including parental permissions, policies and procedures, are comprehensive. This supports the safe management of the nursery. Children's health is well supported. Most staff are first aid trained and all staff follow good procedures to minimise the risk of cross infection.

The nursery has had support from the local authority in completing their self-evaluation and the staff and parents' comments have been taken into account. The self-evaluation is in its infancy and the manager is beginning to identify areas of weakness that need to be addressed. A staff member completed a tracking observation; this led to a change in how resources were presented as it was identified that some were not being used. The manager is committed to seek further improvement and build on the nursery's strengths. Most recommendations from the last inspection have been addressed successfully. Overall, staff work well together as a team, sharing tasks and responsibilities to ensure that the setting runs smoothly on a day-to-day basis and that children have appropriate adult support.

Resources in the nursery are stored at child level with labels to encourage choice in play and independence through self-selection. However, young children do not always engage in worthwhile activities because of unrealistic expectations of the staff. The range of toys and displays depict positive images of gender, race and disability which help children to build an understanding and appreciation of similarities and differences in each other. Good partnerships are established with parents and carers with effective systems in place to promote useful communication to enable children's care needs to be met successfully. Information is accessed through the nursery web site and regular newsletters. The manager is aware of the need to build effective partnerships with other providers if children attend other settings and is more than willing to liaise with other professionals should the need arise. The nursery does liaise with outside agencies when appropriate to support children with special educational needs and/or disabilities.

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

Children are familiar with nursery routines and they adopt good simple hygiene routines when they wash their hands before meals or after visiting the toilet, using

the liquid soap and paper towels that help protect them from the risk of cross-infection. They learn healthy habits when they brush their teeth and enjoy healthy nutritious meals cooked on site from fresh produce. The older children choose what they want to eat with staff helping them to recognise what the food is. Their independence is supported as they take their own cutlery and serve their own dinner. Children's individual dietary needs are catered for and children learn what is good for them to eat through healthy eating topics. Physical activity is encouraged as children have access to the garden most of the day where they run around and play games, such as the parachute game, which they thoroughly enjoy. They jump or climb over hurdles to see how high they can go and use wheeled toys. Children are beginning to be aware of their own safety when they wear sun hats outdoors and the staff apply sunscreen to protect them from the sun. Children behave in ways that are safe for themselves and others, they learn to walk down the stairs carefully holding on the rail and take part in regular fire evacuations to learn how to leave the building safely.

The nursery rooms are organised into areas of learning and the equipment is stored to enable self-selection. The good use of labels and displays help support children's recognition of letters and numerals. While a good number of observations are made showing what the children know and can do, the planning for next steps in children's learning is not always appropriate or robust enough. Consequently, staff miss valuable opportunities to build on children's interests and to further develop their skills. This is reflected in the planning, which although lists a good variety of play opportunities, the learning outcomes of these play opportunities are not clear. Children tidy up and they follow the rules. They are affectionate towards each other and show care; for example, a very young child put his hand into a cot where a baby was sleeping and gently stroked his head. Children behave well, although sometimes the staff's expectation of their competence is unrealistic which impacts on their self-confidence and self-esteem.

There is a good variety of resources to encourage sorting, counting and matching and to make and recognise shapes and patterns. For example, when sequencing a three dimensional puzzle and noticing different shapes of pasta. Children learn practical life skills through the Montessori equipment, such as how to lay a table and how to polish shoes and when a child dropped the pasta she was playing with, she selected a broom from a range available to sweep it up. Children enjoy experimenting with texture, volume and capacity when splashing and pouring in the water tray and mixing the sand with the water. They learn about the world around them when planting vegetables in the garden and searching for mini beasts. They are involved in worthwhile topics, such as recycling where they learn how to sort paper products from plastic and when their recycle bin is full they visit the recycle centre. They enjoy singing along to nursery rhymes and being cuddled by their key worker. Generally, children share warm relationships with staff and enjoy their time at nursery, playing with their friends.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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