

# The Ark Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

EY102531

**Inspection date**

11/05/2010

**Inspector**

Rebecca Elizabeth Khabbazi

**Setting address**

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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).

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## **Description of the setting**

The Ark Montessori Nursery is a privately owned setting and was registered in 2001. The setting operates from a large hall within a sports club, situated in the residential area of Thornton Heath. Children have access to an outdoor play area.

The setting is registered on the Early Years Register to care for 20 children aged from two years to the end of the early years age group. There are currently 32 children on roll, who attend for a variety of sessions. The setting is open from 9.00am until 3.00pm from Monday to Friday during term-time. Sessions run from 9.00am - 12.00pm and 12.00pm - 3.00pm, or children can stay all day. The setting supports children who speak English as an additional language.

There are six staff who work with the children, five of whom have relevant childcare qualifications. The setting receives support from the local authority through an Early Years Advisor.

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

Overall the quality of the provision is satisfactory.

The setting promotes children's welfare and development effectively overall, and most requirements are met. Children are settled and well cared for in the welcoming, inclusive environment and staff pay close attention to their individual needs. Children make steady progress in their learning, given their age, ability and starting points. The management team have clear strategies for monitoring and evaluating the provision and this ensures that the service is responsive to the needs of the children who attend and their families.

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

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

- keep a record of the unique reference numbers of Criminal Records Bureau disclosures for all staff, together with the date on which they were obtained (Suitability of adults) 01/06/2010

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

- develop the outdoor play provision in order to provide a stimulating outdoor learning environment
- continue to improve staff's consistency in observing and monitoring children's progress towards the early learning goals

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

Clear policies and procedures are in place in relation to safeguarding children. Key staff attend relevant training and all of the staff team are familiar with what to do if they have concerns about a child. Recruitment procedures ensure that children are cared for by appropriately qualified and experienced staff, and that all staff are vetted. However, the setting does not currently keep all legally required records as evidence of staff suitability checks. Aside from this, all other required documentation that promotes the health, safety and well-being of children is in place. Resources are effectively used overall. Staff work well together as a team and share tasks and responsibilities to ensure the smooth running of the session. The indoor environment is well organised and children can easily access a wide variety of resources and play materials. However, the outdoor play area is not currently used to its full potential as a stimulating learning environment.

The management team for the setting show a clear sense of direction during a time of transition following a number of staff changes. They make use of feedback from parents and the support of the local authority to continually monitor and review the provision, and they have a good understanding of the setting's strengths and areas for improvement. Actions taken are well targeted to lead to improved outcomes for children, for instance, an increase in children's access to Information Communication Technology resources supports the development of their skills for the future. Staff work closely with parents and ensure they have comprehensive information about each child's backgrounds and needs so that equality and diversity is successfully promoted. Parents are kept informed through verbal discussion and the setting has an 'open door' policy so they can discuss their child's progress at any time. The setting also works effectively in conjunction with other partners to support children who have additional needs where necessary.

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

Children are happy and settled at the provision. They quickly become familiar with the daily routines and expectations and grow in independence as they select their own resources or pour themselves a drink. They begin to learn to keep themselves safe as they help move the chairs so they are safely tucked under the table or remember why they must not run inside as they might trip over. Children adopt simple good hygiene routines when they wash their hands before they eat. They begin to make healthy choices when they have fruit at snack time, and staff encourage parents to provide healthy options in their daily packed lunch. Children play outside every day as part of a healthy lifestyle and enjoy riding bikes, playing games and practising balancing on the stilts.

Children take part in a variety of activities and experiences that support their learning across all areas of development and help them make steady progress towards the early learning goals. Staff make observations of their progress and

identify clear next steps for their learning, but there is not currently a fully consistent approach to ensure activities are planned that build on children's skills and offer them sufficient challenge. Children are keen to communicate and they confidently start conversations and express their ideas. They write and make marks as they play, using big pens on the white board or tracing letters with their finger in the sand tray. They listen attentively to a familiar story and join in with the words and phrases enthusiastically. Children solve simple problems during everyday activities, working out how many flying saucers are left during a number song, or experimenting with the train track until they find a way to fit the pieces together to make the shape they want. They find out about the world around them when they find Africa on the globe, or play with a torch and create patterns on the ceiling with the light it makes. Children use their imaginations as they dress up as a princess, paint swirling colours at the easel, or join in with songs at circle time. They are well occupied throughout the day and are eager to join in with activities.

## 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	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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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