



Clarks Montessori Nursery School

Inspection report for early years provision

Unique Reference Number	EY292060
Inspection date	12 January 2006
Inspector	Caroline Preston
Setting Address	81-85 York Road, Ilford, Essex, IG1 3AF
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Registered person	Select Enterprises South East Ltd.
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Clarks Montessori Nursery school is one of 6 nurseries run by Kids Inc nurseries group. They are part of the Redbridge Early Years partnership. It opened under new ownership in 2003 and operates from 3 large attached houses. The newly refurbished accommodation consists of 15 base rooms, kitchen facilities, staff room and a large outside play area. There is also a children's library and an indoor hall which is used on a daily basis by the children. It is situated close to Ilford railway

station. Ilford town centre is a short walk away.

The day nursery opens Monday to Friday from 08:00 to 18:00 all year round. It offers 112 places for children aged from 0-8 years, of these 30 children are under 2 years. There are currently 75 children aged from 0-5 years attending; of these 38 receive nursery funding. The nursery offers support to children with special needs and to those who speak English as an additional language. There are 28 staff work directly with the children all hold suitable childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and children receive good support to develop effective hygiene practices. Staff know and understand how to protect children from infection. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs. Most staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Children enjoy varied and nutritious meals which meet special dietary needs and ensure children remain healthy. Children are offered drinks regularly. This encourages children to think about their personal needs.

Children use a range of equipment including bikes, cars, tyres, balls, slides and climbing frames to develop their balance and co-ordination. Staff use the Birth to Three Matters framework to support children's development so they gain strength and co-ordination. Babies receive lots of warmth and affection. This supports their emotional well-being and gives them the confidence to explore new experiences. Staff monitor food intake and nappy changes to ensure babies remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a secure environment where they can move around safely. Toys and resources are carefully selected to ensure they are suitable for children. Good staff interaction helps develop children's awareness of safety within the setting. The premises are very secure and there are effective procedures in place to prevent unwanted visitors gaining access. An effective deployment of staff ensures the safety of children at all times. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and easily. An extensive written risk assessment both at the beginning and end of the day means that children can play, learn and explore without danger. There are clear procedures for outings that ensure children's safety. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff have clear information regarding the signs and symptoms of abuse. This support's children's welfare.

Soft furnishings allow babies to crawl without hurting themselves on sharp corners. There are sufficient cots and beds that allow children to rest and sleep in comfort and safety.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children gain much from being together. They learn to communicate and develop positive relationships. Children under 3 years explore and experiment through a range of well-planned activities that are appropriate for their stage of development. Staff encourage young children to express their thought and feelings. Good questioning and repeating children's responses encourages use of language.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the foundation stage, which has a sound effect on children's learning. Staff plan a broad range of activities and experiences that cover all the areas of learning. However, there are weaknesses in short term planning as it does not show how activities meet individual learning needs, because observations and assessments do not reflect children's next steps of learning. The effect of this is that activities may not always be sufficiently challenging to help children progress.

Children co-operate well with staff. They are motivated and show they want to learn for example, building towers with construction bricks, reading quietly, writing their names, and completing puzzles. Staff use effective questioning techniques to stimulate thought and challenge, for example looking at world globes and discussing countries across the world. Staff develop sound relationships with children, they are confident, independent and have good self-esteem. Children behave well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This ensures good relationships and harmony.

Children speak confidently to peers and adults, they are confident writers, able to link sounds to letters, learn about size, shape and using appropriate maths language through, practical worthwhile activities linked to the stepping stones.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and staff ensure that specific needs are met. Systems are in place to welcome children with special needs, which ensures they are supported appropriately. There are limited toys and resources that reflect diversity and encourage awareness of the wider world, although posters in dual language are reflected around the setting, and children celebrate a range of different festivals.

Children develop self-esteem and respect for others, learning to share toys, to help

each other and not to speak when others are talking. Staff promote good behaviour through lots of praise and encouragement. This positive approach contributes to fostering children's social, moral, spiritual and cultural development.

Children benefit from positive relationships between staff and their parents. Parents receive information about the setting in the format of computer discs and are able to access the setting's website. Parents have regular opportunities to discuss their child with staff both daily and during parents evenings. Staff complete a regular information book for parents of children under 3 which gives them information about their child's food intake, nappies, sleep and daily activities.

The partnership with parents of children who receive nursery education is good. Parents feel welcomed and receive regular information about their child's progress. Parents have opportunities to contribute to their child's assessment record, sharing what they know their child can do at home. This means that children benefit from the sharing of information that would enhance their learning and build on their existing knowledge and skills.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and experienced staff who have sound knowledge and understanding of child development. They understand and consistently follow the setting's effective policies and procedures for child protection and development. Space and resources are organised well to enable children to be active and quiet. All documentation required for the safe and effective management of the group is in place. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff work well as a team, with clear communication and guidance. They are deployed effectively which ensures children are involved and feel secure. Staff development is encouraged and there are plans in place for staff to attend ongoing training. Systems to evaluate the effectiveness of the curriculum and its impact on children's individual progress are being developed to ensure it is more effective.

Improvements since the last inspection

At the last investigation visit the provider was asked to ensure that child protection procedures are followed when allegations are made against staff, and that social services are informed.

All staff have improved their knowledge and understanding of child protection procedures to promote children's welfare.

Complaints since the last inspection

Since registration Ofsted has received six complaints relating to National Standards 2:Organisation 6:Safety 12:Working in partnership with parents and carers 11: Behaviour Management 3:Care, learning and play. The complaints related to August, October and December 2004. The provider, provided details of work undertaken, details of nappy changing and toileting arrangements, details of staff working with under 2's, staff rota and children's attendance. The provider also gave details of how they met individual needs and managed behaviour. On the basis of these comments Ofsted was satisfied that National Standards are being met and the provider remains qualified for registration.

Concerns were raised on the 21/04/2005 relating to National Standard 11: Behaviour management 12 : Partnership with parents and carers. The complaint related to, a concern of inappropriate behaviour management. We carried out an investigation visit on the 10/05/2005 and the nursery manager was asked to provide relevant information relating to the complaint. Ofsted are satisfied the National Standards are being met and the provider remains qualified for registration.

Ofsted received a report from the provider of an incident that occurred at the nursery on the 17/05/2005. Concerns related to 7: Health. The complaint related to the nursery apparently agreeing to care for a child who was sick. We carried out an unannounced visit on the 27/05/2005. A recommendation was made. The providers response to this will be checked at the time of the next inspection.

Two complaints were received on 4/10/2005.The complaints related to National Standards 2:Organisation,specifically that the child to adult ratios were not met. Furthermore concerns were raised about the safety of the premises under National Standard 6:Safety, in particular a protruding nail, exposed radiators and unsafe windows. Ofsted carried out an investigation visit and discussed the concerns but no actions was felt to be necessary. The provider remains qualified for registration.

Prior to our unannounced visit a concern of inappropriate behaviour management by a member of staff was made. The childcare inspector discussed this concern, the registered person acknowledged the incident and was in the process of conducting an internal investigation. As a result an action was raised to ensure that child protection procedures are always followed. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the range of toys and resources available to children that promote equality and anti-discriminatory practice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve systems of recording children's next steps along the stepping stones and early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk