



Milkshake Montessori School

Inspection report for early years provision

Unique Reference Number	EY274560
Inspection date	09 February 2006
Inspector	Hilary Turner
Setting Address	131 Warren Road, Twickenham, Middlesex, TW2 7DJ
Telephone number	020 8894 3113
E-mail	
Registered person	Sonya Kanchan-Lal
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Milkshake Montessori Nursery operates from a former doctor's surgery in Whitton, in the London Borough of Richmond. It was registered in June 2004 and serves the local area. It is registered to care for 25 children, aged 2 to 5 years.

The group operates Monday to Friday, 08.30 - 18.00, all year with the exception of one week at Christmas. Both sessional and full day care are provided. Children have access to two classrooms on the ground floor, with a safe and secure garden for

outdoor play and suitable washing and toilet facilities available. The setting supports children with special needs and for whom English is an additional language. There are currently 29 children on roll; of these, 14 children receive nursery education funding.

Five staff members work with the children on a part time and full time basis. Of these, four hold recognised early years qualifications.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Clear and comprehensive written policies and procedures are in place, to protect and support the children's well-being. The staff carry out these procedures appropriately. The children are learning good hygiene practices, as the staff maintain sound levels of hygiene throughout the nursery. For example, the staff encourage the children to wipe their own noses, wash their hands after using the toilet and brush their teeth after lunch. The children are well protected from infection, as they do not attend if they are contagious. Good procedures are in place for the recording of accidents and for administering medication.

The children enjoy well balanced, nutritious snacks and, when they are hungry or thirsty, independently help themselves to fruit, water or milk, which is readily available through out the sessions. Some children chat happily to one another while they pour their own drinks and eat the snacks.

All children enjoy fresh air and exercise everyday. They have some opportunities to develop their large muscle skills as they run, balance and climb. The children enjoy regular yoga sessions, where they are beginning to learn about how exercise affects their body.

Three and four-year-olds are developing fine motor skills, as they use a wide range of good Montessori equipment and malleable materials with increasing confidence. For example, rolling pins, scissors, brushes and play dough. The children move confidently and they show an awareness of space, as they steer wheeled toys around the garden. They make steady progress in their physical development as they climb, balance, run and jump. However, the children would benefit from a greater selection of outdoor equipment to provide further challenges, particularly for the more able children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe, welcoming and secure environment. Their safety is ensured by appropriate written procedures, which are followed by the staff. Regular

risk assessments are undertaken and the staff are well deployed. Furniture and equipment used by the children is clean, safe and checked regularly. There is a suitable range of Montessori equipment, which is interesting and stimulating, such as equipment for polishing, sweeping, fastening zips and buttons and threading. The children are familiar with using the equipment. For instance, a child independently sweeps the floor after playing with loose tea. The children confidently self select resources and make independent choices in their play, because the resources are displayed on low level units.

The children are learning to be aware of their own safety, for example by the staff asking them to be careful when running with toys and carrying equipment, such as scissors. A member of staff reminds a child how to carry scissors safely to the table; the child places them in her individual tray and carefully walks with the tray to the table before taking the scissors out. Sound security arrangements are in place, to ensure the children are cared for in a secure environment. The staff monitor the entrance at the beginning and end of each session.

The children are well protected by the staff, who have a sound understanding of their role and responsibilities in relation to child protection. However, they are less secure about the reporting procedures.

Helping children achieve well and enjoy what they do

The provision is good.

The children are thoroughly enjoying their time at the nursery. They arrive happy and eager to participate. Close and caring relationships increase the children's sense of trust and they are developing a strong sense of self. The staff build good relationships with the children and, as a result, their care, welfare and learning needs are well met within the setting.

The children are enthused by the activities provided and they are motivated to explore and learn. The staff have the knowledge and understanding to plan effectively for all children. They keep a record of the children's progress and identify the next steps for their individual learning. The children are helped to make sense of what they see, hear, smell and touch; for example, as they paint with their fingers, squeeze play dough and explore coloured water.

Nursery Education.

The quality of teaching and learning is satisfactory. The children are clearly making steady progress across the six areas of learning and there are some good aspects of teaching. The staff are particularly skilled in their use of open-ended questioning, to encourage the children's thinking and vocabulary. For example, a child playing with a whale is asked by a member of staff where the whale comes from and where it lives. The member of staff says: "Does it live on land or in the water?" The child thinks and then says confidently: "Whales live in the sea". As the conversation continues, the child's learning is extended. The staff have a sound understanding of the stepping stones towards the early learning goals. They involve the children in well planned and exciting activities, for instance, growing bulbs in different coloured water and then

regularly look at the differences in the growth of the bulbs. They closely observe the children's involvement in the activities and follow the children's natural interest to extend their learning. For instance, a child pretends to water plants in the garden with a watering can, a member of staff quickly sees there is no water in the can and asks the child whether she would like some. A small group of children soon become involved and they take turns filling up water containers, pouring the water out until they have made a puddle. The children have fun, laughing together as they jump and splash in the puddle. One child looks in amazement at the puddle and says: "Look, I can see my reflection". The staff are enthusiastic and motivated. They use effective Montessori teaching methods to help the children make progress, for example, by providing good quality Montessori equipment. But all children, particularly the more able, are not sufficiently challenged in some areas of learning because there is a lack of other resources to support this. However, all staff are committed to improving the quality of provision for nursery education.

The children are happy, confident and motivated to learn. They are developing their independence skills, for example, as they select resources and pour drinks independently. The children are able to work as part of a group, take turns and share and they are expressing their own thoughts and feelings during discussion times. The children are well behaved and they display a good level of involvement in all activities.

The children are learning to count confidently and reliably and they recognise several written numerals. They are learning about shape and space, as they fit puzzles together and use equipment in the water and sand. They are beginning to use mathematical language during their play, for example, to describe size and position. The children are solving mathematical problems as they build and construct, weigh and use various objects to add and subtract.

The children are confident speakers and engage in conversations with each other and adults. However, although there is a suitable selection of books, the children rarely look at them independently. The children are mark making and some are developing good pencil control through use of Montessori equipment and planned teaching. There are, however, too few opportunities for the children to be spontaneous in their writing or write for a variety of purposes.

The children are developing an understanding of the world in which they live, through various projects and topic work. But insufficient resources and visual displays reflecting diversity, do not help the children to gain a wider understanding about the world they live in or develop a greater appreciation of each other's similarities and differences. Some children are developing good mouse skills as they use the computer, but there are fewer opportunities for them to explore information technology further, due to limited resources. The children enjoy the role play area, but lack of props does not sufficiently stimulate or extend the children's learning. They have regular opportunities to be creative, although, at times, the adults are over directive. For example they prepare pre cut out shapes for the children to stick on cards.

Helping children make a positive contribution

The provision is satisfactory.

The children are developing a lot of confidence and self-esteem, as they have time to explore independently in this safe environment. They are given good support in learning to manage their own behaviour, through the Montessori methods of teaching and the positive role models of adults. As a result, behaviour is good. The children are kind and considerate towards each other. All children are treated with equal concern and their individual needs are met well by the staff.

The children enjoy finding out about different cultures and beliefs, as they celebrate festivals, such as Diwali and Chinese New Year. They have access to a small range of toys, resources and artefacts which promote differences in cultures. However, they would benefit from a greater variety of resources, visual images and displays, particularly reflecting gender, special needs and disability, to help them gain a greater understanding about the world they live in. Children's social, moral, spiritual and cultural development is fostered.

Children who have special needs are welcomed into the setting. Equipment and resources would be appropriately adapted, to ensure all children are fully involved, integrated and well cared for at this setting. The special educational needs coordinator has attended relevant training and she shares her knowledge with the staff, to ensure children are well supported. The staff have the knowledge and skills to identify children's developmental concerns and they liaise effectively with parents and other professionals.

Partnership with parents and carers is satisfactory. The children benefit from the positive relationships between the parents and the staff, as information is shared to meet their needs appropriately within the setting. The parents receive appropriate levels of information about their child's progress. However, they are less well informed about how their children learn in relation to the foundation stage curriculum. There are few opportunities for the parents to be involved in their children's learning and extend this within the home. Appropriate communication systems are in place, such as newsletters, open evenings and daily contact.

Organisation

The organisation is good.

The manager provides a positive role model to the staff and all staff work well together as a team. Consequently, this is reflected in the sound practice throughout the setting, which results in the children being happy, secure and content in their surroundings. The children benefit from the combined knowledge in the staff team, who have a sound understanding of delivering an interesting foundation stage curriculum based on Montessori methods of teaching. They are encouraged to develop their skills and knowledge by attending various courses. For example, child protection, special educational needs, behaviour management and the foundation stage curriculum.

The premises are well organised, indoor and outdoor space is arranged to maximise play opportunities for the children. Most of the legally required documentation, which contributes to children's health, safety and well being is in place. However, there is no record of complaints for the recording of complaints made by parents.

The Leadership and Management of the nursery education are satisfactory. The recently appointed manager has a clear vision for the future. She is well supported by the registered person and both are committed to providing high levels of care and education for the children. The manager has identified areas for improvement, which include the systems to monitor and review the nursery education programme delivered. However, although there is a good variety of Montessori equipment, limited resources, particularly in areas for imagination, music, diversity, outdoor play and information technology, can hinder the children's learning and progress across the breadth of the curriculum. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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 satisfactory.

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):

- ensure all staff are familiar with the reporting procedures for child protection
- implement a complaint log for the recording of any complaints made by parents relating to the National Standards

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 the quality of information made available to parents regarding the foundation stage curriculum and increase the opportunities for parents to be involved in their children's learning
- continue to develop systems to monitor and evaluate the effectiveness of the nursery education, particularly in relation to the opportunities children are given to write spontaneously and to write for a variety of different purposes
- increase the resources available to children to ensure they cover the breadth of the curriculum and provide sufficient challenges for children to make good progress in all areas of learning

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