



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135255

DfES Number: 530014

INSPECTION DETAILS

Inspection Date	28/01/2004
Inspector Name	Jennifer Liverpool

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	BLUE PLANET MONTESSORI NURSERY SCHOOL
Setting Address	MINCHENDEN SPORTS CLUB BRAMLEY ROAD SOUTHGATE LONDON

REGISTERED PROVIDER DETAILS

Name	. DIANE STOCKING
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Blue Planet Montessori Nursery School opened in 1999. It operates from a hall in the grounds of a Sports Club in Southgate, and has exclusive use of the building from Mondays to Fridays. The nursery school has use of two small outside areas of which one has temporary fencing. The property is in walking distance to transport facilities, schools and shops. The nursery school serves the local area.

There are currently 43 children from 2 to 4 years on roll. This includes 29 funded three-year-olds and six funded four-year-olds. Children attend for a variety of sessions. There are no children attending who has been identified with special educational needs. All children speak English as their first language.

The nursery school opens five days a week during school term times. Sessions are from 09:00 am until 15:30 pm.

Six part/full time staff work with the children. All staff have early years qualifications to NVQ level 2 or 3. The nursery school practices a Montessori method into the curriculum. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery school had taken part in a quality assurance scheme and has been accredited.

How good is the Day Care?

Blue Planet Montessori Nursery School provides good quality care for children. Staff have a good understanding of the National Standards and interprets them well, and they are secure in their knowledge and understanding of the early learning goals. The nursery school offers a warm, calm and friendly environment which enables children to feel confident and secure in their surroundings. Staff create a safe environment, which allows children to explore most areas in the setting with minimal risks to their safety, health and wellbeing. Although the physical appearance is satisfactory, the premises is well maintained and is in good repair. Staff minimise the risk of infection by maintaining and promoting good hygiene procedures.

Staff have a good knowledge of children's individual needs and ensure that they are happy and well cared for. They plan a range of stimulating and purposeful activities that enable children to progress in their development and learning needs, and appeal to their interests. The organisation and accessibility of equipment and resources enable children to develop good independence skills. Children behave well and are developing good social skills as they co-operate with their peers in adult led activities and when they initiate their own play. Resources are plentiful and are used effectively to build on children's learning. The nursery school promotes equal opportunities in their policies, practice and play equipment.

The nursery school works effectively with parents, keeping them well informed about their children's development and achievement. Parents and carers are encouraged to contribute their own observations of their children's learning from home to nursery school. Staff actively encourage parents and carers involvement in their children's learning. All relevant paperwork is in place, and policies are comprehensive and detailed.

What has improved since the last inspection?

No actions identified at the last inspections.

What is being done well?

- Staff are knowledgeable about the National Standards, which is interpreted well in their policies and procedures, and they are secure in their knowledge and understanding of the early learning goals.
- Children are confident and secure in their surroundings because staff are warm , friendly and caring.
- Staff plan a range of stimulating and purposeful activities that appeals to children's interests and build on their learning needs.
- Children show good independence skills, and they co-operate well with each other.

What needs to be improved?

- the procedure for identifying hazards and risks in the toilet area.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks in the toilet areas

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children are making very good progress along the stepping stones towards the early learning goals in all areas of learning. They are well motivated and eager to try out new activities on arrival into the nursery. Children initiate their play throughout the session, and persevere with their chosen tasks. They have good vocabulary, and this is evident in their conversation with staff, and in their play. Children make choices for themselves in practical situations, they confidently attend to their personal needs and they are able to work independently.

The quality of teaching is very good. Staff are secure in their knowledge of the early learning goals, and provide children with a variety of interesting and purposeful activities. Staff's written assessment records are effective in identifying where children are at in their learning, and are used appropriately to plan future curriculum programmes. Staff use different teaching methods to support children of various abilities, which entails organising activities for whole, small groups of children as well as teaching individual children. Staff interact well with the children and give good demonstrations and clear instructions that children follow with confidence. They promote positive behaviour and children are responsive.

Leadership and management is very good. All staff have clearly defined roles, and they are well deployed to support and assist children in all areas within the setting. There are various systems to monitor and evaluate the effectiveness of the provision for nursery education, which includes comments from parents and carer's feedback forms, and in addition, the setting has undergone a quality assurance assessment and has been accredited.

The partnership with parents and carers is very good. Parents and carers receive formal progress reports, which they find informative, and can contribute towards. Staff actively encourage parents and carers involvement in their children's learning.

What is being done well?

- Staff create a calm atmosphere through their sensitive and caring approach
- Children's personal independence is well promoted. They select for themselves, work independently when they choose and attend to their personal needs with confidence.
- Staff provide good opportunities to enable children to develop their skills in communication, language and literacy. There is a wide variety of structured activities and most children are articulate, able to express their ideas and make themselves understood.

What needs to be improved?

- the programme for mathematical development to ensure that more able children are provided with greater opportunities to problem solve during practical activities.

What has improved since the last inspection?

The staff have made very good progress in addressing the three key issues from the last inspection. There is now a more manageable system for recording children's progress because of the introduction of staff being responsible for monitoring and recording the progress of an identified group of children. The curriculum and resources have been developed to provide more opportunities for children to communicate and express their ideas through the variety of arts and crafts on offer, and the accessibility of writing materials in the role-play area has enabled children to develop increasing pencil control, and write for a variety of purposes. Children are using a wider range of materials and construction sets to create and make models during adult led activities and in their self chosen tasks.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their personal, social and emotional development. They are developing confidence and positive self esteem, through staff's sensitive and caring approach. Children are co-operative and are forming firm friendship with their peers. Their personal independence is well promoted. The procedures for collecting and returning of equipment enable children to look after their environment. Children are well motivated to learn, and their behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in their communication, language and literacy. They listen attentively to instructions and songs and stories read to them. Most children are articulate and can make themselves readily understood and can explain themselves clearly. Staff's questioning techniques are effective in extending children's vocabulary, and challenge their thinking. Children show interest in writing and are developing increasing pencil control. They enjoy reading books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in their mathematical development. Staff use every opportunity to encourage counting and calculating in meaningful situations. Four-year-olds know the value of numbers 1 to 20, and they use correct mathematical language in their talk and play. There are many good opportunities for children to sort, match, order and sequence during practical activities. Children can recognise and match shapes to objects and create mathematical patterns in their artwork.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in their knowledge and understanding of the world. There are regular opportunities for children to learn about the wide world through topics, and through daily discussions. Children use reference books well to record their observations. Many opportunities are provided for children to explore and investigate how and why things work, and this has increased their curiosity. Children learn about their environment because of visits to places of interests.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in their physical development. Music and movement, and yoga sessions offers children good opportunities to develop confidence in movement and co-ordinating actions. The children have good spatial awareness as they sit in prepared circle for activities. The children show good skills in moving chairs, and they are able to carry equipment carefully. They handle small equipment such as tongs and pippets well. Good oportunities are provided for adventurous play.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in their creative development. There are very good opportunities to explore three dimensional work using re-cycled products, and natural products. The children use collage to create their own pictures and also printing, painting and papier mache to make models. The sensorial equipment provides a range of substances and materials, which children respond to through touch, smell and observations. Children use their imagination well in role-play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- No key issues have been identified in this provision. The point for consideration is to enhance the nursery education.
- increase opportunities for children to problem solve during adult led activities and during practical situations in order that the more able children are further challenged in their learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.