



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 100610

DfES Number: 531025

INSPECTION DETAILS

Inspection Date 16/03/2005
Inspector Name Mauvene Burke

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Dolphin Montessori School
Setting Address Luther Tyndale Church Hall, Leighton Crescent
London
NW5 2QY

REGISTERED PROVIDER DETAILS

Name Miss Carole Limtouch

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

The Dolphin Montessori school was registered in 1992 and is affiliated to the Pre School Learning Alliance.

It operates from the Luther Tyndale church hall in the NW5 area of the London Borough of Camden and mostly serves families living in the immediate catchment area. Children have access to a hall, three activity rooms and outdoor play area. The school is open each weekday from 09:00 to 15:00 during term time only.

There are currently 16 children aged between 2 and 5 years on roll. Of these 6 children receive funding for nursery education. The school currently supports a number of children who speak English as an additional language.

The school employs two staff and two part time workers. Two of the staff, including the manager hold appropriate early years qualifications. The school receives support from the Early Years Development Childcare and Partnership (EYDCP).

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

How effective is the nursery education?

The Dolphin Montessori School provides very good, high quality nursery education. Children are making very good progress towards the early learning goals. They are confident, motivated, behave well and are enthusiastic learners who persist and explore planned activities.

Very good quality of teaching and a stimulating environment ensures children make good progress. Staff have a very good understanding of how children learn, the foundation stage and stepping stones. They plan effectively to provide varied stimulating experiences, and make good use of impromptu situations to extend children's thinking. Staff employ good teaching and questioning techniques in a range of situations. Adults give sufficient attention and support to children to enable them to be stimulated and challenged, learn to problem solve, and make new discoveries at their own pace. Adults know children well and use observations and assessments to create individual play plans and set developmental goals for each child. The Montessori methods demonstrate a clear progression of learning and the children are encouraged to choose and to learn at their own pace.

The leadership and management of the school are very good, good communication systems are in place. Commitment to providing a high quality service is evident in all areas of practice. The staff team are established, positive and motivated; they work well together to ensure that children receive high quality care and education and monitor the effectiveness of the education programme.

Partnership with parents is very good. Relationships are warm and friendly and communication is good. Parents can easily access a wide range of information about the setting, policies and procedures, curriculum and child related matters. Staff make good use of their language skills.

What is being done well?

- The Montessori curriculum provided at the school supports children's success in learning through the Foundation Stage.
- The children show very good behaviour and self-control. They share and take turn with adult support and at times independently. They have a high level of independence in personal care and self-help skills.
- Strong leadership creates a shared ethos of good early years principals.
- Individual developmental records for children are well maintained. They are used to inform planning and provide clear and interesting information about children's development and how they are learning, encouraging parents interest and involvement in their children's learning.

What needs to be improved?

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| <ul style="list-style-type: none">● There are no significant weaknesses to report, but consideration should be given to improving the following:● make more use of the extra room to provide separate activities for the funded children |
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What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their own needs and relate well to each other and to adults. Children are very interested and involved in their play and spend long periods at activities for example when digging in the garden and playing with the sand. They are keen and motivated to learn. They behave well and are learning to share and take turns. They are developing their personal independence through helping themselves to food and drink.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are at ease when speaking in familiar groups and are able to express their thoughts and feelings. Children have opportunities to develop their pre-writing skills in planned activities and through selecting own resources. Children enjoy books through planned story times with props and through handling books themselves. Several children can recognise and write their name, and letters are very well formed.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their use of mathematical language through practical activities when matching and sorting and when using objects to float and sink during water play. Good one-one activities extend children's understanding of for example addition and subtraction. Children have opportunities to make pattern, sort and compare size and problem solve. Children are able to name some shapes and are able to count to 10 and beyond and use number names in familiar contexts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore living things such as minibeasts using magnifying glasses. Children can build and construct using a variety of materials for example plastic and wooden bricks. They use tools and techniques confidently such as hammers to bang nails into pieces of wood. They have the opportunity to find out how things work and have designed clocks. Children have excellent opportunities to learn about the world they live in and can differentiate between the past and present.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively, showing an awareness of others when participating in music and movement. Children use a wide range of small and large equipment with increasing confidence such as spades, scissors and balls. Children are able to choose when they play in and outdoors. There are opportunities for children to explore healthy living and they are able to recognise changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have lots of opportunities to explore colour, shape and texture. They explore movement and rhythm through planned music and movement lessons. They are encouraged to use their senses whilst using Montessori equipment. Creative materials are easily accessible, which helps children to independently select and create for example; choosing glitter, paper, glue or selotape. Children enjoy imaginative 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:

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- make more use of the extra room to provide separate activities for the funded children.

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.