



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 160120

DfES Number: 550990

INSPECTION DETAILS

Inspection Date	09/03/2005
Inspector Name	Jennifer Liverpool

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Right Start Montessori Pre-School
Setting Address	East Lodge Lane Enfield Middlesex EN2 8AS

REGISTERED PROVIDER DETAILS

Name	Ms Angela Palmer
------	------------------

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

Right Start Montessori Pre-School opened in 2000 and operates from a single storey partly self-contained building in the grounds of Botany Bay Cricket Club. It is located near the Ridgeway in the London Borough of Enfield. A maximum of 15 children may attend the pre-school at any one time. The group offers sessional care to a maximum of 15 children aged 2-5 years. The pre-school is open Mondays to Fridays from 09:30 to 12:00, and three afternoon sessions from 12:30 to 15:00 during term time. All children share access to a small secure enclosed outdoor area and the use of the cricket field.

There are currently 47 children aged from 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. Children attend for a variety of sessions, and come from local and wider catchment areas.

The pre-school employs 6 staff, and of those 4 work part time hours. Five staff including the manager hold appropriate early years qualifications. Two staff members are working towards a qualification. The Montessori method of teaching features in the curriculum. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Right Start Montessori pre-school provides satisfactory care for children. Staff have reasonable knowledge of the National Standards, though less emphasis has been given to the guidance. As a result some aspects of the provision and a few documentation are in need of attention and improvement. Staff create a warm and welcoming environment for children and this enables them to feel secure.

The premises is reasonably maintained though the location of the toilets are not ideal and is unlikely to fully meet the needs of all children. However, staff are vigilant when taking children off premises and use effective techniques to make the journey to the toilets lively and fun, which encourages children to wait on their turn. The good organisation of resources enable children to self select and make choices for

themselves. Good hygiene procedures are practiced and the level of safety is satisfactory, despite there being a lack of risk assessment procedures in place.

The group is small and staff know all the children very well. It is common practice for there to be at least four staff working directly with children, and this ensures that each child receive equal time, attention and support according to their different abilities throughout the session. Staff provide a wide range of interesting and purposeful activities. The children are involved, cooperate well with their peers, relate to adults and demonstrate confidence when talking, using resources and playing outdoors. Staff demonstrate a good knowledge of equal opportunities and the policies promote equality, however the range of anti-discriminatory play equipment are limited. Children are well behaved.

Staff have good relationships with parents and carers through their welcoming and friendly approach. Parents and carers are kept well informed about their children's progress through formal and informal means of communication. All required paperwork are up to date, and most policies are in place.

What has improved since the last inspection?

At the last inspection the pre-school was required to maintain children's registration system and visitors book, improve fire safety procedures, obtain parental consent for seeking urgent medical treatment and make electrical sockets inaccessible to children.

All actions has been met. Parental consent is now being obtained for in the event of their children need urgent medical treatment. There is a fire exit signage in place, and two smoke alarms has been installed in the premises for the purpose of detecting smoke or fire, with further improvements to be made. Children's attendance are recorded, and visitors on the premises are now being effectively monitored.

What is being done well?

- Children demonstrate confidence and contentment, they relate well to adults and co-operate with their peers during group activities and games.
- The good retention of staff offers consistency of care for the children and provide community users with reassurance about the continuity of care for their children.
- Generous staffing levels ensure all children receive individual care and attention, and are supported according to their different abilities.
- Staff use effective techniques to attract children's attention and keep them occupied so that they are able to manage waiting to take turns during routine tasks.

What needs to be improved?

- the vetting procedures to ensure that all relevant checks carried out on staff are periodically updated.
- children's safety with regards to making further improvements to fire safety procedures, and the identification and regularity of minimising potential hazards.
- own knowledge and understanding of food safety and hygiene.
- the provision of resources which reflects diversity.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	devise written procedures for lost or uncollected children	24/03/2005
4	notify ofsted of changes to the operational days and hours of the provision	24/03/2005

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

Std	Recommendation
1	complete a DC2A form at the earliest convenience
5	provide a suitable range of toys that reflect positive images of gender and disability.
6	conduct a risk assessment on the premises identifying action(s) to be

	taken to minimize identified risks
6	prominently display fire action notice, and improve fire drill records to include the length of time taken to evacuate
7	develop own knowledge of food safety and hygiene procedures

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

How effective is the nursery education?

Right Start Montessori Pre-school offers good quality provision for funded nursery education. Children are making generally good progress along the stepping stones towards the early learning goals in most areas. The key strengths of the pre-school is in the organisation and use of resources, and in their planning for the programmes of personal, social and emotional and mathematical development. Children are making very good progress in those areas of their learning showing confidence, demonstrate independence and are developing an understanding of the concept of number operations and vocabulary.

The quality of teaching is generally good. Staff plan a range of activities and use interesting topics to enable children to develop their spoken and written language, become creative, and learn about their own environment and the wider world. Curriculum plans are generally effective, though at times staff do not clearly show how they intend to adapt activities for children of various abilities. Resources are of good quality and is used well, though there is a lack of provision for information technology, wheeled equipment, and children's access to factual books are limited. Staff know the children well and carry out regular assessments however there are minor weaknesses in that at present not all of the different aspects are included to ensure children's progress are closely monitored in all areas of learning.

Leadership and management is generally good. The staff team is established, and the retention of staff works well for the setting and is beneficial to children and their parents. There is a commitment to staff training and development. The mostly informal approach to monitoring is not effective in identifying all areas for development.

Partnership with parents and carers is very good. Parents and carers are encouraged to become involved in their children's learning. The sharing of information is a daily feature and formal meetings take place annually.

What is being done well?

- Staff team is well established and work well together to make good use of resources and provide children with a relaxed, warm and friendly environment.
- Children's self selection of equipment and resources, and their ability to make choices for themselves is effective in enabling them to gain confidence and learn to be independent.
- There are many opportunities for children to express their creativity and communicate their ideas in arts and craft work, and they are developing their sensory experiences when handling a range of malleable materials and objects of different textures.

- Children are confident in using mathematical language and they are developing an understanding of number operations through planned activities and in practical situations.

What needs to be improved?

- the details of the written assessments to cover all areas of learning, and include the aspects within each of the six areas to ensure children's progress is consistently monitored across the curriculum. Also, the written information for the identification and assessment of special educational needs
- the programme for children's physical development in order that they develop skills for catching and throwing, and balancing. Also, the provision to enable children to develop their ability to ride.
- opportunities for children to explore, understand and use information technology to support their learning, and the availability of factual books for children to seek their own information independently.
- the methods of planning the curriculum so that it indicates how activities are adapted or modified for children of various abilities, the role of the adult and the grouping of children.

What has improved since the last inspection?

This is the pre-school's first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in expressing their ideas and needs, and they are able to make choices for themselves through selecting from the good organisation of resources. They relate well to adults and are developing firm friendships with their peers. All children are gaining independence in self-care skills, and older children manage their personal needs with minimum support. Children behave appropriately during the session, and are supported in learning about different beliefs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are eager to share their news with each other, and staff use planned and incidental opportunities to extend their vocabulary. Writing resources are always available and children are beginning to use drawings and symbols to convey their own meanings. More able children are learning to link sounds to letters, and the labelling around the room is effective in developing children's pre-reading skills. Children enjoy looking at books, though the availability of factual books are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can reliably count up to 10 objects and more able children can count in excess of 15. They use numbers in rhymes, and are beginning to develop the concept and use the language of more and less. Children are able to confidently describe shapes, size and the position of objects. Good use is made of practical situations to develop more able children's skill in problem solving. Children re-create mathematical patterns when laying floor mats, threading beads and using the pink tower.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children look closely at patterns, differences and changes in their observations of plants, insects and discussion about the weather. Topics are planned to promote children's understanding about the wider world. Children design models using wooden blocks and recycled products. They discuss past and present events when talking about their families, and the days of the week. The provision for information technology is limited and there are less opportunities for children to use these.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have good idea about spatiality and this is reinforced through the effective use of a prepared circle when they sit at group activities. There is a reasonable size frame outdoors for children to climb, though there are too few large wheeled equipment. Children are able to co-ordinate actions when lifting the parachute material. Opportunities for children to practice balancing and ball skills are rarely seen in plans. Children's fine physical skills are well promoted.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children use and select a variety of arts and crafts media and materials to produce individual and group creative work. They explore sound by using improvised instruments that are accessible outdoors, and communicate their response to what they see, touch and feel when handling a range of materials. Children know a number of songs from memory and they sing independently and with confidence. They enjoy participating in role-play, and use their imagination well in their free-play.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- develop methods used to plan the curriculum by ensuring activities meet the needs of children of various abilities. Make clear the role of adults, and indicate where activities are planned for groups or individual children.
- continue to develop the current method of written assessments by including all aspects within each of the early learning goals. Review and update written procedures for the identification and assessment of special educational needs.
- strengthen the programme for physical development by providing children with regular opportunities to develop ball and balancing skills. Also increase the range of large wheeled toys to enable children to operate equipment by means of pushing movements and pedalling.
- extend resources for knowledge and understanding of the world by providing information technology for children to explore and use appropriately to support their learning. Make factual books more accessible to 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.

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.