



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 100545

DfES Number: 522585

### INSPECTION DETAILS

Inspection Date	09/03/2005
Inspector Name	Malini Parmar

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Oliver's Montessori Nursery School
Setting Address	52 Belsize Square London NW3 4HN

### REGISTERED PROVIDER DETAILS

Name	Mrs Katherine Jane Johnston
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## 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

Oliver's Montessori Nursery School opened in 1985 and operates from a purpose built building on the grounds of St. Peter's Church in the Belsize Park area. The group serve the local and surrounding areas.

The premises are shared but not while the group are in operation. They consist of a large activity room, kitchen, toilet and washrooms and an office. There is also a fully enclosed outside play area. The nursery is open from 09:00 to 15:00, 44 weeks a year. The hours of attendance vary to suit parents as the group also offers sessional care. There are currently 27 children on roll. This includes funded 3 and 4 year olds. The setting supports children with special educational needs and those who speak English as an additional language.

There are currently 6 staff that work with children all have Montessori qualifications and all attend short courses. The group receives support from the local Early Years Development and Childcare Partnership. (EYDCP).

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

### How effective is the nursery education?

Oliver's Montessori Nursery provides a range of worthwhile activities, in a friendly and secure environment and children are making generally good overall.

The quality of the teaching is generally good. Core staff have a secure knowledge of the foundation stage which enables them to provide an interesting range of practical activities. The system for planning and assessment is evolving. Staff plan a range of activities on a weekly basis. A combination of Montessori planning systems and observations are used to identify children's learning priorities. The process of using these to inform future plans is developing. Staff interact positively with children and form firm relationships with them. They skilfully use a range of effective techniques to retain interest and encourage participation during large group teaching. During free-play they carefully frame questions to encourage children to think and talk about what they are doing. However, at these times staff are not always effectively deployed to support children's learning. Lack of effective organisation and resources in the outdoor area impacts the quality of play. Staff use effective techniques to encourage positive behaviour and children generally behave well. There are firm systems in place to support children with special educational needs.

Leadership and management are generally good. The provider is an effective role model and is clear about the groups' development. Staff work closely as a strong team and are committed to ensuring children's progress. There is not yet a firm system to evaluate the settings strengths and weaknesses or that of the educational programme.

Partnership with Parents is generally good. Staff welcome parents warmly and exchange pertinent information daily. Written information is available about the setting but limited amounts about the curriculum. Parents receive records about their child's progress but little information about ways to contribute to learning.

### What is being done well?

- Staff have positive relationships with children and use a range of effective techniques to retain attention and encourage participation during large group teaching times. These times are used effectively support the learning of new skills.
- Staff work effectively as a strong team; they are respectful to children and have high expectations of their behaviour. Their sensitive support and encouragement is rewarded by children's positive behaviour.
- The provider is an effective role model. She works closely alongside the team and uses effective techniques to support staff and children alike.
- Children benefit from a calm and respectful environment and clearly enjoy selecting their own resources from the shelves.

**What needs to be improved?**

- planning and assessment to continue to use observations to identify children's next steps in learning and use these to identify learning priorities
- partnership with parents; the amount of information they receive about the foundation stage and systems to share identified learning priorities with parents
- the organisation of space and resources in the outdoor area to improve the quality of play and ensure children do not frequently collide
- the organisation and deployment of staff during free play times to ensure all staff are working directly with children and increase chances for self help skills and opportunities to write for a variety of purpose through play.

**What has improved since the last inspection?**

Generally good progress has been made in addressing the areas for development at the last inspection. Staff now have a more secure knowledge and understanding of the 1994 Department for Education and Employment's Code of Practice on the Identification and Assessment of Special Educational Needs. Assessment records have been more developed and process of using them to inform future plans is developing. Parents receive little information about how they can support learning at home and this continues to be an issue to address.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children confidently express their needs and ideas and relate well to each other and adults. They are forming firm relationships as they share, take turns and work co-operatively. They are interested and involved in purposeful activities and are developing in their concentration when exploring locks. They delight in choosing activities for themselves. They are developing their self-help skills but many chances to extend these are missed such as at snack time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak clearly and confidently in groups and happily share ideas and talk about their experiences. They benefit from the clear emphasis on developing listening skills. A structured programme using multi-sensory resources enables children to link sounds to letters. Children ably identify their names when selecting folders. Mark making activities are available but children are not consistently encouraged to, for example, label their work, or write for many purposes through their play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from using designed materials to provide them with a sound understanding of how numbers and calculations relate to concrete objects. Children count confidently. Through practical activities, they sort, sequence, order, compare, add and build an awareness of space and measure. They ably problem solve when building towers and sequencing bead necklaces. There is less emphasis on recording mathematical findings through play activities and games.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children clearly enjoy mixing colours and delight in noticing them change. They learn about the natural world through topic work and resources but little use is made of the outdoor space to support this learning. They enjoy using the tills and telephones but there are few other programmable toys. They ably make models using construction kits. Children learn about places, cultures and time by sharing experiences and celebrating occasions together.

## **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children regularly use a range of practical activities to strengthen fine motor movements and develop hand control and dexterity. They ably squeeze oranges, cut, and transfer water with pipettes. Children enjoy, balancing on the climbing frame, they pedal bikes, jump and skip to develop spatial awareness and gross motor control. However, a lack of effective organisation of space and resources in the outdoor area results in children colliding and some restrictions made to gross motor movements.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children freely engage in regular chances to explore a range of materials. They clearly enjoy mixing and swirling paint to communicate their thoughts and feelings. They participate well in the daily chances for songs but little time is spent playing instruments or exploring music. They are supported well to use their imaginations and ideas to make up stories at large group times. They frequently use props for imaginative play, but receive little support to extend their ideas outside of group time.

**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

- continue to develop the planning and assessment to ensure observations are used to identify children's next steps in learning and use these to identify learning priorities
- provide parents with more information about the Foundation Stage and improve systems to share identified learning priorities to give parents ideas about how they can help their children learn at home.
- improve organisation and deployment of staff during free play times to ensure all staff are working directly with children
- improve the organisation of space and resources in the outdoor area to ensure children do not frequently collide and increase chances for self help skills and opportunities to write for a variety of purpose through play.

*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.*