



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511429

DfES Number: 533187

INSPECTION DETAILS

Inspection Date 01/12/2004
Inspector Name Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Montessori Pavilion
Setting Address Vine Road Recreation Ground
 London
 SW13 0NE

REGISTERED PROVIDER DETAILS

Name Ms Georgina Helen Dashwood

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

Montessori Pavilion Kindergarten opened in 1984. It operates from two rooms in a bowling pavilion in Barnes, London and serves the local community.

The group is registered to care for 28 children aged between 2 and 5 years and there are currently 20 children aged 3 to 5 years on roll. This includes 11 funded three and 4 funded four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week, during school terms only. Sessions run from 09.15 to 12.30 and from 13:00 to 15:00 two days a week.

Four full time and two part time staff work with the children. Over half the staff have Early Years qualifications equivalent to NVQ level 2 or 3. The setting receives support from the local Early Years Development and Childcare Partnership. The methods of care and learning promote the Foundation Stages of Learning and the group follow the principles of the Montessori method of teaching.

How good is the Day Care?

Montessori Pavilion provides a satisfactory standard of care. Recruitment and training issues are efficiently addressed and organised. Most policies, regulatory requirements and records relating to standards are in place.

The routine allows children opportunities for play indoors and outdoors, rest and snacks. All staff have a warm relationship with children. They talk to and of children with understanding, pride and affection, taking into account individual need, temperament, ability and interests. Children are generally eager to participate in a variety of interesting, stimulating activities and most learning is play based, though occasionally the organisation and routine restrict children from making choices or being fully involved. Children have easy access to a variety and quantity of toys and Montessori play materials and to a range and quantity of equipment, tools and

materials suitable for differing ages, interests and abilities. Children sometimes go on outings to stimulate their interest in and knowledge of the wider world. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic origin, background, ability, religion or language. Snacks are healthy and nutritious and children are given drinks regularly.

The environment is spacious, safe, clean, well-maintained, appropriately furnished and organised though not always warm. Staff ensure that children are safe on outings. Children understand and practice good hygiene and staff are vigilant in addressing matters relating to health and hygiene.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Staff have a professional relationship with parents and ensure their views are respected. Staff have some knowledge of the signs and symptoms exhibited by a child who may have been abused and what action should be taken.

What has improved since the last inspection?

At the last inspection the group was advised to implement a key worker system, to ensure hazards associated with toilet locks were minimised, that a fire log be kept, develop the policy for outings, equal opportunities, complaints and risk assessments, keep records of visitors and of medication given to children together with parents written permission, ensure the first aid box was up to date, that a member of staff is qualified in first aid and present, obtain a copy of the Special Needs Code of Practice, ensure staff have training and understanding of child protection issues and that records are kept in a confidential manner. All these actions have been met though minor amendments are required relating to some policies.

What is being done well?

- Staff are responsive to and understanding of individual children's temperament, characteristics, interests and needs. This ensures warm relationships are maintained and nurtured.
- Staff manage behaviour in a sensitive and age-appropriate manner which encourages children to develop empathy for others.
- Parents are supportive and approving of the nursery philosophy and work in harmony and partnership with staff. This ensures children feel welcome and secure.

What needs to be improved?

- the timetable, planning and organisation to ensure greater independence and involvement for younger children
- the arrangements to ensure the premises are maintained at a comfortable temperature

- the arrangements to ensure policies and documentation relating to medication, accidents, equal opportunities, complaints and child protection comply with regulatory requirements
- the arrangements for children to dry their hands comply with good hygiene practice
- the availability of materials that promote equality of opportunity.

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.)

Since the last inspection Ofsted have not received any complaints about this provider.

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
13	ensure the Child Protection policy is in line with the Area Child Protection Committee procedures and includes the procedure to be followed in the event of an allegation was made against a member of staff or volunteer	11/02/2005
7	keep a written record, signed by parents, of medicines given to children and ensure records relating to accidents include the full name of the member of staff	24/12/2004

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

Std	Recommendation
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3	ensure the routine, organisation and approach develop children's choice and involvement.
4	ensure that the premises are maintained at an adequate and comfortable temperature
7	ensure good hygiene practices are in place regarding hand washing.
9	ensure the Equal Opportunity Policy includes essential and appropriate information about practice and that children have access to a range of materials that display a positive image of people from minority groups.
12	ensure the Complaints Policy and practice includes recording verbal complaints

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

How effective is the nursery education?

The Montessori Pavilion provides good quality nursery educations overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage children well and develop good relationships with them. They provide a variety of activities and understand what children learn from them. Many of the art and design projects are adult led and children's imaginations are not extended in this area, or by the use of free choice role play. The indoor space is organised to create a learning environment in which children increase their independence. The outdoor area is used well to promote children's physical skills.

Staff give children a good level of support, and those with special educational needs are encouraged to participate in activities. Staff skilfully develop children's language by maintaining a dialogue with them; they ask questions which encourage children to think and talk about what they are doing. Staff assess children's development in each of the six areas of learning, and use this information to target areas of strength and weakness. This information is used to help children to their next step of development. However, the written curriculum planning shows little more than a list of weekly activities, with no learning intentions or evaluations indicated.

The leadership and management of the group is generally good. The leader encourages staff to embrace training opportunities and has developed a committed staff team. She has not developed a rigorous system to evaluate the activities that are planned, or to identify gaps in curriculum.

Partnership with parents and carers are very good. Parents talk informally to staff about their children, and are notified in writing about events at the setting. Open days are well attended where parents can talk to staff about the progress their child is making, and parents receive written annual progress reports on their children.

What is being done well?

- Staff have good communication skills with children, maintaining a dialogue with them, responding to their questions and asking them open questions to make them think. Their calm and polite manner sets a very good example for children.
- Staff know the children and families well and work in partnership with parents to ensure all children's individual needs are met.
- Children's independence is valued and encouraged. They are able to put on their own outdoor clothing, help tidy away activities and pour their own drinks at snack time. They are encouraged to be polite and courteous to staff and each other.

- Children's mathematical skills are promoted effectively through a range of stimulating activities that develop children's mathematical thinking and language.
- Observations of children's progress are used effectively to target the next step of development
- Parents are kept well informed of their child's progress and develop friendly and professional relationships with the leader and her staff.

What needs to be improved?

- the curriculum planning to assist staff in understanding the learning intentions of activities that lead to the early learning goals
- evaluations of activities to ensure all children's needs are met
- the use of malleable, re-cycled and role play materials
- the availability of programmable toys to support learning
- the attention given to increasing children's awareness of the different purposes of writing

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident motivated learners who are given opportunities to show their independence. They are able to sit quietly and concentrate on their activities, and work together, understanding the need to take turns and share fairly. Children are polite and courteous and are developing the confidence to speak in a familiar group, often performing songs and rhymes to their peers. Children learn about culture and beliefs, but have limited knowledge of those beyond their own experience.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact well together and enjoy listening to stories, joining in with gestures relating to stories and re-telling narratives. They are able to sing a range of simple songs from memory, have respect for books and understand that print carries meaning. Children are able to link sounds to letters, but there are limited opportunities for children to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use numbers in familiar contexts and can recognise numerals up to 12, with many children able to count to beyond 20. They are beginning to understand subtraction and addition by singing songs like 'five speckled frogs' and by using Montessori equipment to do simple sums. Children often use mathematical language to compare size, shape and position, and are developing mathematical methods to solve practical problems such as how to fit two triangles into a square box.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate objects and materials, observing similarities, patterns and change and identify features of living things by looking at the life cycle of frogs and butterflies. They learn about people in their local community when police officers and health visitors come to visit the setting, and by studying maps of the local area, identifying landmarks. There is limited use of programmable toys, re-cycled materials and techniques for children to create their own models.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a local playground equipment to practice skills such as climbing and balancing. They learn about health through topics about their bodies and by visits from a health visitor, but do learn to recognise the changes that happen to their bodies when they are active. Children handle a variety of tools such as scissors, glue sticks and tweezers with increasing control, but there are limited opportunities for children to regularly use a range of malleable materials.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, texture, shape and space in two and three dimensions, and can match movement to music during regular dance lessons. They have a repertoire of songs and rhymes, and are able to explore their senses during the tasting and feeling of exotic fruits. Children do not explore sound and sound patterns regularly, or use their own imaginations during art and design. Opportunities for children to freely choose role play are limited.

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

- improve and develop the curriculum planning
- improve the resources to promote children's understanding of programmable toys, and review the frequency of when children use re-cycled materials, expanding the techniques that children can use to join materials together
- make greater use of malleable materials to promote children learning, and encourage more free choice art activities and role play areas where children can explore their own imaginations
- increase children's awareness of the different purposes of writing

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.