



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147650

DfES Number:

INSPECTION DETAILS

Inspection Date	08/03/2005
Inspector Name	Kay Williams

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Wood Street Montessori
Setting Address	Ewen Hall United Reformed Church, Wood Street Barnet Herts EN5 2QY

REGISTERED PROVIDER DETAILS

Name	Mrs Audrey Errichiello
------	------------------------

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

Wood Street Montessori setting opened in 1999. It operates from premises located within Ewen Hall United Reformed Church in Barnet. The setting is close to Barnet town centre. A maximum of 24 children may attend the setting at any one time. The group is open each weekday during term time only. Operating hours are from 09:30 to 12:20 on Tuesday, Thursday and Friday and until 15:30 during the rest of the week.

There are currently 21 children aged 2-5 years on roll. Of these 19 receive funding for nursery education. Children come from the local and wider catchment area. The setting currently supports children with special educational needs and those learning English as an additional language.

The setting employs three staff, all of whom, including the manager hold relevant early years qualification. The setting also has a Special Educational Needs Support Assistant provided by the local authority working as part of the team who also holds a relevant qualification. The setting follows the Montessori method of teaching.

How good is the Day Care?

Wood Street Montessori provides good quality day care for children.

The setting is well managed and the motivated staff team provide a warm and welcoming environment for the children. The premise is set out with children in mind and the range of equipment offered is both age appropriate, safe and well maintained. The fire evacuation procedure is not displayed prominently. Documentation and record keeping is good. Policies and procedures have recently been updated and are of a very good quality.

Areas for promoting children's health are good, they enjoy a balanced healthy mid morning snack and their personal health needs are appropriately met. Children are positively recognised as individuals and cultural diversity is valued, children with special educational Needs are particularly well supported.

Children are very well behaved. Staff provide positive role models and the well written behaviour management policy is consistently implemented by all adults. Relationships between the staff and children are a strong feature of the setting and as a result the children are confident learners. Children are grouped appropriately and staff support and enhance their learning effectively. Adults plan a wide range of activities and present a stimulating child centred environment. Children are encouraged to be independent and they enjoy initiating their own play.

Parents express high level of satisfaction with the standard of care and education offered at the setting. Written reports and verbal feedback keeps them up to date with their children's progress and they are actively encouraged to help out in the group whenever they can.

What has improved since the last inspection?

At the last inspection the setting agreed to improve the nutritional balance of the food provided at snack time. The children now enjoy a healthy nutritional snack of fresh fruit, vegetable and juice.

What is being done well?

- Children's individual needs are especially well met. The visual environment, equipment and curriculum positively values diversity. Children with special educational needs are very well supported.
- Comprehensive policies and procedures effectively support the consistency of good practice.
- Staff are calm and gently spoken and as a result children are well behaved.
- Adults have a good understanding of the emotional needs of the children, who in turn, are very well settled and happy to spend their time at the setting.

What needs to be improved?

- the location of the fire evacuation procedure.

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

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	Ensure that the fire evacuation sign is displayed in a more prominent position.

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

How effective is the nursery education?

Wood Street Montessori provides generally good quality nursery education where children are making generally good progress towards the early learning goals. They make very good progress in many areas of the curriculum, especially personal, social and emotional development.

The quality of teaching is generally good. A significant strength in the teaching is that the staff know the children very well. They achieve this by maintaining detailed assessments of the children and use this information to plan a curriculum which effectively supports progression onto the next stage of their learning. However there are weaknesses within the planning for creative and physical development

Staff give individual children good levels of support and those with special educational needs participate in the full range of nursery activities. They skilfully develop children's linguistic skills by engaging in meaningful dialogue and asking them questions which promote their thinking and further their knowledge. Communication is effectively promoted including the teaching of languages other than English.

Leadership and management are very good. Success of the setting is due to the well structured management system and an effective staff team who work well together. They are committed to developing the quality of the provision through ongoing evaluation and training. They have already begun to develop strategies for addressing the weaknesses within the programme.

Partnerships with parents are very good. Parents are offered good information regarding the curriculum, including detail on what the children are learning. They are kept informed of their children's progress, through daily verbal feedback, and termly meetings with the manager. They openly express satisfaction with the service they receive.

What is being done well?

- Children are very independent. They select their own resources, organise their play and ensure to tidy the activity away once they have finished using it.
- Staff offer the children appropriate levels of support during their play. They know how to interact effectively with individual children, ensuring that they receive the most effective teaching from the session.
- Children spend their time effectively, engaging in a wide range of different activities throughout the session.
- Staff ensure that resources are easily accessible for all children. This effectively fosters children's abilities to write for a variety of purposes.

What needs to be improved?
<ul style="list-style-type: none"> • the provision of a more varied range of activities which promote the development of children's gross physical skills. • opportunities for children to express themselves independently through creative art activities.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic learners who part happily from their parent's and settle quickly at an activity of their choice. They display high levels of independence, staff trust the children and encourage them to meet their own needs, such as pouring themselves a drink at any time during the session. Children are very well behaved. They have formed positive relationships with their peers and play well in small groups often initiating their own play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate communicators who speak confidently in small groups, recalling news and experiences in appropriate detail. Staff effectively teach children the sounds that letters make and older children can identify letters of the alphabet accurately. They listen attentively at story time and enjoy using books independently. Children are developing their writing skills well, they write for a variety of purposes, such as labelling their own work. Older children can write their name.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

A varied range of resources and good teaching effectively develop children's comprehension of numbers. Children can identify written numbers and count appropriately to ten and often beyond. They use quantity and number for a variety of practical reasons. They are able to sequence, sort and match with increasing skill. They are beginning to learn concepts of calculation, adding one more day to the calendar and subtracting numbers during rhymes. Children are learning to weigh and measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn to care for living things as they tend and observe the development of the bulbs that they planted. Staff teach children to acknowledge seasonal and environmental change. They use programmable toys in support of their developing ICT skills. Children share experiences and look at photographs to recall past events. They learn about a wide range of cultures including their own. Children use a variety of materials and tools as they learn to design and build.

PHYSICAL DEVELOPMENT

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

Fine motor skills are developing very well. Children use hole punches, scissors, tweezers and threading beads with increasing control. Good resources support children's development of skills such as throwing, catching and balancing. Children demonstrate a good sense of space, carefully negotiating where to sit at snack time. Staff regularly use the outdoor area, although planned opportunities for children to develop their climbing skills and use a range of large equipment are insufficient.

CREATIVE DEVELOPMENT

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

Music is a strong feature of the curriculum, children delight in weekly sessions. They engage in a varied range of art activities in 2 and 3 dimension. However, much of this is over adult directed and does not lend itself sufficiently to the development of children's individual creativity. Some free art work is offered during painting and collage. Children use their imagination during movement to music, and enjoy using the practical life resources, but opportunities for role play are few.

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

- increase and consolidate staff knowledge of the stepping stones of children's learning in order that more effective planning can address the weaknesses identified within the programmes for physical and creative development.

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.