



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 118622**

**DfES Number: 518229**

### **INSPECTION DETAILS**

Inspection Date      27/10/2003  
Inspector Name      Deborah Ann Benn

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Oakfield Montessori Day Nursery  
Setting Address      27 Heath Park Road  
                            Gidea Park  
                            Romford  
                            Essex  
                            RM2 5UB

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs. Kerrie Malandreniotis

## 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

Oakfield Montessori Day Nursery opened in 1991. It operates from a converted house in Gidea Park, Romford close to local shops and within easy distance of both Gidea Park and Romford train stations.

There are currently 53 children from two years to four years on roll. This includes 15 funded three-year-olds and 3 funded four-year-olds. Children attend for full days but not necessarily full weeks. The setting currently supports a number of children with special needs but none who are learning English as an additional language.

The nursery is open Monday to Friday 08:00 to 18:00 for 48 weeks a year.

Eight full time staff work with the children supported by a part time assistant. All full time staff hold early years qualifications, the majority to NVQ level 3 or equivalent with one member of staff working towards it. The setting receives support from the Special Educational Needs Co-ordinator from the Early Years Development and Childcare Partnership.

Montessori teaching methods and equipment are used throughout the nursery; information is clearly documented in the prospectus and within policies and procedures available to parents.

Oakfield Nursery has been accredited by the Pre School Learning Alliance (PSLA) for the provision of quality education and care in accordance with the PSLA guidelines for good practice for children aged 2-5 years.

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

### How effective is the nursery education?

Oakfield Montessori Nursery provides a warm and friendly environment where children enjoy learning through a range of interesting and well planned activities. Children are making very good progress towards the early learning goals.

Teaching is very good, staff take frequent opportunities to challenge children's thinking and extend their vocabulary. Activities are well planned and build on children's knowledge and understanding. Staff have a clear understanding of the early learning goals and how to help children progress.

Leadership and management is very good. Staff have regular supervision and appraisals and there is a commitment to ongoing staff development and training. Staff are all involved in planning and use the effective assessment system for reflective planning to help children progress individually.

Partnership with parents is very good. Effective systems are in place to encourage parents to be actively involved with their children's learning and to keep them informed of their child's progress. Parents may speak with staff on a daily basis and have sight of any records, they receive formal written feedback about their child's progress annually.

### What is being done well?

- Staff's clear understanding of the early learning goals leads to well planned activities which challenge children's thinking, extend their vocabulary and encourage them to problem solve.
- Staff build on what children already know and are familiar with to help them make sense of their world.
- Children's personal, social and emotional development is very good. They are confident, interested and able to work on their own. Behaviour is very good.

### What needs to be improved?

- the frequency of opportunities for children to travel over, under and through climbing equipment
- the opportunity for parents to receive written or formal feedback about their child's progress toward the early learning goals.

### What has improved since the last inspection?

The nursery has made very good progress since the last inspection. A clear action plan has been drawn up and followed.

Imaginary play resources are now accessible in each classroom in addition to children's daily timetabled use of the well resourced role play room.

Extension of children's learning is detailed in lesson plans and staff use individual assessments to plan how individual children can be helped to progress in all areas of learning.

Staff have received ongoing training in the use of the early learning goals and plans and assessments clearly reflect staff's knowledge and understanding.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. They behave well and form positive relationships with staff and their peers. Children are confident and can work independently but are also able to co-operate with each other and play together well. Children's awe and wonder of their world is encouraged and fostered.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in this area. Children have frequent opportunity to link sounds and letters, they access books independently and are able to listen attentively. Children are fluent speakers and engage readily with adults and each other. Children are able to recognise their names and confidently make marks on paper, older children can write their own name. Children have opportunity to practice their writing skills within play activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in this area. Children are able to recognise number patterns and numerals and can count confidently to ten and beyond. Children are able to recognise shapes in everyday objects and are able to understand concepts such as more than, less than. They are beginning to use basic addition and subtraction and confidently compare sizes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area. Children have frequent access to construction toys and different tools, they confidently plan and create their own designs using different types of materials. They have daily access to technology. Children speak naturally about past and present events in their own lives and have daily access to a wide range of resources and activities to support their learning about different cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in this area. Although children have daily opportunity for some planned physical play activities, opportunities for children to travel under, over and through climbing equipment are too infrequent. Children have a good understanding of the importance of staying healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are making very good progress in this area. Children have frequent opportunity to express themselves through art, design and the use of music and movement. They are able to sing songs from memory and are encouraged to use their imagination in role 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:*

- Key issue for improvement:
- provide more frequent opportunity for children to travel around, under, over and through climbing equipment
- Point for consideration:
- provide more frequent opportunity for parents to receive formal written information about their child's progress toward the early learning goals

*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.*