



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 138251

DfES Number: 533013

INSPECTION DETAILS

Inspection Date	25/10/2004
Inspector Name	John Early

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	ST Marks Montessori
Setting Address	St. Mark's Church St. Mark's Place London SW19 7ND

REGISTERED PROVIDER DETAILS

Name	Ms Hilda Galustian
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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

St Marks Montessori school opened in 1998. It operates from St Marks Church in central Wimbledon and serves the children and families from the local area and beyond.

There are currently 29 children on roll. This includes 5 funded 4 year olds and 13 funded 3 year olds. There are no children currently attending who have special needs, and there are 3 children who have English as an additional language.

The nursery is available five days, Monday to Friday. Opens Mon, Wed, Fri.
09:30-12:30

Tues, Thurs. 09:30-15:15 Term Time Only.

There are six teachers working with the children, including the Manager and Deputy, nearly all have the Montessori Diploma. There are also two visiting teachers for French and Ballet.

How good is the Day Care?

St. Marks Montessori provides satisfactory care for children.

The operational plan is in place. The staff are clear about their roles and responsibilities and work well together as a team. They interact well with the children, join in with the children's play and help them with their activities. The children are confident, happy and well settled.

The environment is child centred, clean and well maintained. There is a very good range of toys, play materials and equipment to meet the children's needs.

The staff supervise the children at all times, making sure they are safe and secure. Risk assessments are carried out regularly. Almost all safety aspects are in place.

Staff have positive attitudes to equal opportunities. There is a good range of play

materials with positive images.

Very good relationships are built with parents They are positively welcomed by staff.

They can exchange information or make appointments for more formal matters.

Documentation is kept and safely stored but is limited in detail.

What has improved since the last inspection?

At the last inspection the nursery was asked to ensure that a member of staff attends child protection training, draft a policy for sick children and child protection, ensure Ofsted's details are given to parents. All these aspects are now in place which ensure the safety and welfare of the children.

What is being done well?

- Children are provided with a wide range of play materials and activities to help them in all areas of their development and learning.
- There is a warm and welcoming atmosphere to the environment which is clean and well maintained. Staff are very caring to the children, giving lots of individual attention.
- The staff encourage children's independence and good behaviour. The children are well behaved confident and happy.
- There are positive relationships with parents, who are warmly welcomed and kept informed of their children's progress.

What needs to be improved?

- children's safety, regarding fire drill details
- children's health and hygiene, regarding the hot water and hand drying facilities.
- documentation, regarding the recording of children's arrival and departure times
- visitor's arrival and departure times.

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

Std	Recommendation
2	Ensure visitor's book indicates arrival and departure times.
6	Record relevant detail in fire drill book.
6	Ensure water is set at a safe temperature.
7	Ensure hygienic hand drying procedures are carried out.
14	Record children's arrival and departure times in attendance register

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

How effective is the nursery education?

St Marks Montessori provides good quality nursery education where children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children well and develop good relationships with them. Activities are planned that help children develop their confidence and independence, but programmable toys and information and communication technology are not used to support learning. Staff organise the indoor and outdoor space well to create an interesting learning environment.

Staff encourage children to discover things for themselves, but are close at hand to support their needs. They skilfully develop children's language by maintaining a dialogue with them, asking questions and encouraging them to think and talk about what they are doing. Group activities and circle times help children gain the confidence to speak in a familiar group, and to share their experiences with their peers. Staff assess children's learning by conducting written observations which are then used to update children's development records. These records are shared with parents once a term during interviews with the provider.

The leadership and management of the group is generally good. The leader encourages staff to embrace training opportunities and to cascade their knowledge to the team. She develops professional relationships with parents who speak highly of her commitment to their children. She devises the planning of activities herself, with some help from the deputy manager, but does not involve the whole staff team. The planning does not show learning intentions or evaluations of activities.

The partnership with parents is generally good. Parents are kept up to date with their child's progress, and are encouraged to share what they know about their child with staff. They are not given the opportunity to be involved in their child's learning and some have not been informed about the early learning goals.

What is being done well?

- Children's independence is actively encouraged by staff. They pour their own drinks, cut up their fruit at snack time, choose their own resources and put on aprons before starting activities. They are confident and have high self esteem, ringing a bell to alert other children when they have achieved a particular goal.
- Staff use excellent strategies to promote good behaviour and consideration for others. Their calm and polite manner sets a very good example for children.
- Children benefit from effective teaching to help them with their communication, language and literacy skills and mathematical development.

Many children are able to read and write simple sentences by the time they move onto reception class, and can do simple sums using both addition and subtraction.

- Parents are kept well informed of their child's progress through interviews conducted with the leader once a term where children's development records are discussed.

What needs to be improved?
<ul style="list-style-type: none">● the learning intentions and evaluations of the activities within the short term planning● information given to parents about the early learning goals● encouraging parents to support topics within the setting● the use of programmable toys and information and communication technology to increase children's knowledge and understanding of the world

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and have high self esteem. They are curious learners who ask questions and share their knowledge with staff and each other. They work well together and understand the need to share and take turns. Children are polite, courteous and use conventions such as please and thank you without much prompting. They are encouraged to show independence and are able to put on their own aprons, cut up fruit using a knife, pour their own drinks and select resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children listen and respond to stories with enjoyment and are descriptive when sharing their real and imagined experiences with staff and each other. They regularly practice writing letters and many children can name and recognise letters of the alphabet. Children select their own names from labels spread out on a table. They practice the sounds of letters and the older and more able children can put letters together to form words and simple sentences.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use numbers during many of their activities and most children are able to count to beyond ten. They have opportunities to explore subtraction and addition through practical activities and record simple sums in their workbooks. They are encouraged to use mathematical language to describe quantity, height and weight. Children know their basic shapes and have opportunities to recreate simple patterns during activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children study the life cycles of insects and animals and some children know the difference between nocturnal and diurnal animals. They regularly build and construct objects using a range of different materials and techniques, and show an understanding of past and present events when discussing their weekend news and holiday experiences. Children do not have many opportunities to use programmable toys to support their learning, or to look at information and communication technology.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are able to climb, balance and manoeuvre bikes and cars showing an awareness of space for themselves and others. They learn about their bodies and healthy foods during planned activities, and use a range of small and large equipment both indoors and outside. Children develop skills such as throwing, catching and kicking using balls and bean bags. They handle tools and malleable materials with increasing control, and regularly practice threading and cutting skills.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour during art activities and use textured materials to create pictures. They sing simple songs from memory and use musical instruments to create rhythms and sounds. Children are able to differentiate between loud and soft sound patterns, and can recreate beats they have previously listened to. They use their imaginations during stories, dance and role play, and respond to their senses by tasting, smelling and feeling different materials.	

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

- review the curriculum planning to ensure the learning intentions of activities are indicated. Consider involving staff in the planning of activities, and ensure evaluations are carried out on the activities provided.
- encourage parents to support their child's learning within the pre-school, and ensure they are informed of the six areas of learning within the foundation stage.
- ensure children are presented with opportunities to use programmable toys to support their learning and that they have the opportunity to learn about information, communication technology.

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.