



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 129031

DfES Number: 531627

INSPECTION DETAILS

Inspection Date	11/12/2003
Inspector Name	Silvia Richardson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Lillingtons Montessori Nursery
Setting Address	20 Chudleigh Road London SE4 1JW

REGISTERED PROVIDER DETAILS

Name	Mrs Babs Lilly Lillington
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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

Lillingtons Montessori nursery opened in 2000. It operates from the ground and first floor rooms of a Victorian house located in Ladywell. The Preschool serves the local area.

There are currently 26 children from 2 to 5 years on roll. This includes 16 funded 3 year olds and 5 funded 4 year olds. Children usually attend full time.

The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week all year round. Sessions are usually from 09:00 to 16:00. and an extended day is available from 08:00 to 18:00.

4 full-time and 2 part-time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Lillingtons provides good care for children. A homely, warm and caring environment is created in which children can relax, play and learn, well supported by staff. The operational plan effectively meets children's needs. A good balance and range of indoor and outdoor activities are provided. Children have many opportunities for small group activity both structured and free-play.

Staff are well deployed and afford children much individual time and attention. A wide range of accessible, interesting and stimulating play materials are available and used constructively with the children to promote learning and acquisition of skills. Children are happy, settled and purposefully occupied throughout the day. Children are encouraged to make choices, use their initiative and staff develop the children's play ideas.

Staff sit with children, talk to them and make positive reassuring comments.

Staff use a wide range of resources with children, helping them to become sociable and gain independence. Children's efforts and achievements are praised and rewarded. Children play very well together and staff create an environment that helps children to behave in acceptable ways.

Children are safely and appropriately supervised throughout the day. Staff are vigilant and encourage and support children to play and use equipment appropriately.

Children are encouraged to be independent in the bathroom so are not always directly supervised. There are some minor weaknesses with hygiene practices.

Positive working relationships are well established with parents. Good systems are in place for keeping parents well informed of children's welfare and progress. Records are shared with parents although the system for recording is not entirely confidential.

Staff act in the children's best interests and the nursery's policies and procedures reflect this.

What has improved since the last inspection?

Risk assessments are carried out to ensure the safety and welfare of the children.

There is a special needs policy in place that complies with the special needs code of practice.

Ofsted has been informed of changes to use of the premises for provision of full day care on both floors.

What is being done well?

- There is an excellent range of resources affording children much variety and choice.
- Staff use resources effectively with children to promote learning and acquisition of skills.
- Staff create a caring and supportive environment that helps children to develop social skills and gain independence.
- Staff encourage children to move around calmly and play safely and co-operatively with each other.
- Children are supported and encouraged to play and behave in acceptable ways.
- Children are valued and appreciated as individuals and staff actively promote positive self-esteem and self-image through discussion and play activities.
- The nursery environment is warm, caring and welcoming to parents, carers and children.

- Positive working relationships are well established with parents.

What needs to be improved?

- The system for registering children, staff and visitors attendance at the nursery.
- Hygiene practices in children's bathrooms to minimise risk of spread of infection.
- Confidential systems for sharing accident and medication records with parents.

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
2	ensure the system for registering children, staff and visitors, shows hours of attendance;
7	review hygiene practices in children's bathrooms to ensure every opportunity is taken to minimise risk of spread of infection;
7	ensure confidentiality in your systems for sharing accident and medication records with parents;

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

How effective is the nursery education?

Lillingtons Montessori Nursery provides a high quality service. Children are making very good progress towards all early learning goals.

Teaching is very good. Staff's understanding of the early learning goals is very good, with activities planned and available that cover all areas of the early years curriculum being in balance with the Montessori curriculum. Staff use their assessments of children's progress to aid future planning. The challenges set for children are very good. They are able to move freely choosing activities and selecting their own resources. Staff listen and respond well to children, allowing them to follow through experiences and offer support when needed. The daily routine allows for structured activities such as news/circle times, Montessori focus and inside/outside free play. Children who use English as an additional language are supported within the general routine that includes lots of opportunities for group discussions in news and circle times. Behaviour management within the nursery is positive and consistent, as a result children are very well behaved and respond cooperatively to the daily routine.

The leadership and management is very good and supports good teamwork, with a commitment to constant development of the quality of service. All staff are actively involved in planning, evaluation and children's assessments. They work cooperatively throughout the day, creating a calm and productive atmosphere.

Partnership with parents is very good, They are provided with a variety of information about the setting, activities that are taking place and general information on an ongoing basis. Parents are kept well informed of their child's developmental progress and encouraged to be involved in nursery events, celebrations and outings.

What is being done well?

- Staff make very good use of time, resources and the nursery environment, enabling children to have access to a broad range of activities and experiences that promote all areas of learning.
- Staff work well as a team, continuously supporting the children and creating a calm and productive atmosphere.
- Children are making very good progress in all aspects of the early learning goals.

What needs to be improved?

- there are no significant weaknesses to report, but consideration should be given to continuing the assessment of the provision through the Sheffield Kite

Mark assurance system.

What has improved since the last inspection?
At the last inspection the setting was asked to improve children's awareness of different cultures and beliefs and ensure consistency of the record keeping system between staff. The setting has made very good progress since the last inspection by providing resources that positively reflect a variety of cultures and including topics of celebrations and festivals that relate to people in the community within the curriculum. Staff have made improvements to the record keeping system to ensure the date is clearly written and consistency of abbreviations used.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children's progress in personal, social and emotional development is very good. Children are able to work independently, select resources and take responsibility for putting them away. Children have good relationships with staff and their peers. They are well behaved, able to share, take turns and are considerate to others. They are supported in developing good concentration skills. Children are developing a sense of community and are confident in speaking in small groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children make very good progress in communication, language and literacy development. They enjoy and participate well in song and story sessions. They are able to use language to express real and imagined experiences and engage easily in conversations with each other and adults. Children are developing good reading skills. Children make good attempts at writing letters and use writing for a variety of purposes. They have good opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in mathematical development. They are developing very good calculating skills. They can count reliably and have a clear recognition of numerals. They use mathematical language appropriately and have good opportunities to develop maths skills through first hand practical experiences. Children are developing good problem solving skills. They show a good awareness of pattern and an understanding of shape, space and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children's progress in knowledge and understanding of the world is very good. They have a range of opportunities to explore objects and learn about nature. They are developing good computer skills. They are able to design and construct using a variety of materials. Children are developing a good sense of time and an awareness of their own and other cultures. They have good opportunities to develop an awareness of the local environment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. They show confidence and control in their movements. They can run, climb, hop and use wheeled toys effectively. They are developing good spatial awareness. They have good opportunities to gain awareness of their bodies and good health. They enjoy a wide range of activities aimed at developing their physical skills and can use a variety of tools and equipment, both large and small.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children make very good progress in creative development. They are able to express themselves imaginatively through role play, art and craft activities, stories and songs. They enjoy singing and confidently perform songs from memory. Children explore using a variety of media and materials. They show a good awareness of shape and colour when creating representational pictures. Children enjoy participating in regular cooking activities.</p>	

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:

- There are no significant weaknesses to report, but consideration should be given to continuing the assessment of the provision through the Sheffield Kite Mark assurance system.

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.