



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 508662**

**DfES Number: 500367**

### **INSPECTION DETAILS**

Inspection Date      03/02/2004  
Inspector Name      Michelle Smith

### **SETTING DETAILS**

Day Care Type      Full Day Care, Out of School Day Care  
Setting Name      Wimbledon Park Montessori  
Setting Address      206 Heythorp Street  
                                 London  
                                 SW18 5BU

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Clare Collins

## 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

Wimbledon Park Montessori school opened nearly twelve years ago. It operates from 2 rooms from a one level purpose- built building located in Wimbledon. Wimbledon Park Montessori serves the local area.

There are currently 31 children from 2-5 years on roll. This includes funded 3 and 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days per week during school term time and operates out of school care.

Sessions are from 9:00 til 12:15 and 13:00 till 16:00.

6 full time staff work with the children. Over half the staff are Montessori trained and 1 member of staff holds the NVQ level 2. The setting receives support from a mentor from the Early Years Development and Childcare Partnership. They use the Montessori teaching method.

### How good is the Day Care?

Wimbledon Park Montessori provides good care for the children. The environment is warm and has an welcoming atmosphere.

The learning opportunities are good and enhances the children overall learning development.

The provision is of good quality and meets the needs of the children, however there are limited accessible resources to reflect positive images of disability and culture. At the nursery school, children take part in a wide range of activities where they can chose their own activities and make decisions.

There are comprehensive policies for all safety issues. Staff make children's safety

inside and outside the nursery school a high priority, this was reflected in a road safety project.

They have established good working relationships with the parents. Documentation and policies are in place, however, some lack necessary detail. Children with special needs have additional staff support to help them take part in everyday activities.

#### **What has improved since the last inspection?**

At the last inspection, it was agreed that procedures would be implemented for recording visitor, behaviour management and medication administered to children. Recording method has been devised and an emergency evacuation procedure has been devised.

#### **What is being done well?**

- Good learning opportunities that contribute and enhances the children's independence.
- Good quality and quantity of play provision.
- Curriculum planning is in line with the early learning goals.

#### **What needs to be improved?**

- documentation, to ensure the equal opportunities policy is revised.
- the range and accessibility of resources that reflect positive images of disability and culture.
- systems to ensure the procedures of how to deal with an allegation made towards a member of staff is included in the child protection policy..

#### **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  |
|-----|---|
| 9   | Ensure provision reflects positive images of different cultures and disability, that is made easily accessible to children, and that this is reflected in the equal opportunities policy. |
| 13  | Ensure child protection policy includes guidelines for allegations made against a member of staff.  |

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

### How effective is the nursery education?

Wimbledon Park Montessori offers good quality education. It enables children to make very good progress towards three early learning goals, and generally good progress in other areas of learning.

Children behave very well, responding to the high expectations and sensitive support of staff. Their progress is recorded and assessed, with staff confident in their ability to plan around children's individual learning needs. Staff have effective systems in place to offer additional support for children who may need it. Children have opportunities to select a range of resources, and they play well together, initiating individual and group play and responding well to one another. Children's progress in mathematics, and communication, language and literacy is particularly good. When undertaking art and craft activities staff are sometimes over directive, restricting children's ability to develop their creativity. There are also too few opportunities for children to develop an awareness of other beliefs, cultures and abilities as an integral part of everyday play, and to negotiate more complex apparatus in their physical play.

Teaching is good with some very good aspects. Staff are aware of the early learning goals and are able to plan and provide a range of activities to enable children to make progress. Staff have good relationships with children and parents, and due to the small size of the group, have a good awareness of each child's individual progress. They plan an effective routine for children and make effective use of the resources available, to encourage children's all round development.

Leadership and management are good. The manager offers strong leadership and staff work well together. All staff take advantage of the training offered through the partnership and effective appraisal systems are in place. The partnership with parents is very good with parents kept well informed of their child's progress and invited into the setting regularly.

### What is being done well?

- Relationships between staff and children are very good. Staff encourage children to be well behaved and promote a caring and calm environment. They help children to develop confidence and independence.
- Staff provide and effectively use a wide range of resources, including Montessori materials, to encourage children's overall learning. Activities are well organised and there is effective planning to ensure children make good progress.
- Children are able to work confidently with numbers and letters and have very good personal and social skills. They are confident at managing their personal care, and can choose resources independently. They are able to

initiate activities, and play well together in small and large groups.

- Staff encourage children to extend conversations and introduce new vocabulary. Staff work well together and are committed to improving care and education for all children.

#### **What needs to be improved?**

- the opportunities for children to raise their awareness of other cultures, festivals, beliefs and abilities, both through the use of positive images and through activities undertaken as an integral part of every day play
- the opportunities for children to use their imagination, and direct and initiate their own ideas and creativity, in art and design, movement and music
- the opportunities for children to access a wider range of large and varied equipment on a regular basis, to allow them to move in a variety of ways and negotiate more complex apparatus

#### **What has improved since the last inspection?**

Two key issues were made at the last inspection:-

1. ensure that staff evaluate planning together and share their knowledge and expertise, gained from attending early years courses or from working in previous settings, to develop a consistency of approach and provision offered to children

Very good progress has been made, with staff now planning together in staff meetings, and both rooms following the same plans and themes. Staff have undertaken foundation curriculum training to enable them to plan more effectively together.

2. develop the indoor environment to ensure there is a consistency in terms of display and organisation so that all class spaces effectively represent the six areas of learning

Very good progress has been made. Staff meetings and joint planning have enabled staff in both rooms to develop greater consistency of approach, and they now ensure that they cover the same activities in both rooms, which cover all 6 areas of learning

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children move around the room with confidence, selecting and carrying out activities independently and displaying high levels of involvement. They are able to persist at a chosen activity for considerable periods and have good listening skills. They interact well with one another, and enjoy group play. They are very well behaved, taking turns, sharing and playing together harmoniously. They manage their own personal care and hygiene in a confident manner.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident when speaking in small and large groups, interacting well, responding to questions asked, making relevant comments and are able to stick to a main theme. They enjoy books and show attentive listening. They have extended vocabulary and are able to relay back detailed information. Most children can recognise their name, with more able children able to write their name in full. They have a developing awareness of letter and phonic sounds which they can link to written form.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently from 1-10, and most are able to recognise and name numerals up to 10, both in and out of sequence. More able children can select the correct number of objects to match a number and count irregular arrangements. Children are able to match and sort by colour, shape and dimension. They work independently, solving mathematical problems when using Montessori materials. They use a good range of mathematical language and mathematical concepts in all areas of play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate similarities and differences through scientific experiments and themed activities involving nature. They access construction resources, Montessori materials and puzzles to enable them to construct with a purpose. They use programmable toys and the computer with increasing confidence and skill, and use magnifiers, measures and weights to explore and determine how things work. They have insufficient opportunities to develop an awareness of cultures and festivals.

**PHYSICAL DEVELOPMENT**

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

Children move freely and with confidence during dance sessions, and negotiate space well during music sessions and outside play. They have very developed fine motor skills, and can pour, thread, write, manipulate and negotiate with increasing confidence. They use equipment with care and have a good awareness of how the body works and of hygiene issues. They are not able to access large apparatus regularly, to enable them to negotiate more complex movements, balance and climb.

**CREATIVE DEVELOPMENT**

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

Children show good imagination when dancing and have an emerging sense of rhythm when using musical instruments. They enjoy singing and undertaking craft activities, using a range of objects to create 3D constructions. They show very good imagination and creativity in role play activities, linking up in groups to involve one another in co-operative play. Children have limited opportunities to use their creativity in craft activities, or initiate their own designs using a range of 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**

- provide greater opportunities for children to raise their awareness of other cultures, festivals, beliefs and abilities, both through the use of positive images and through activities undertaken as an integral part of every day play
- ensure that staff provide more opportunities for children to use their imagination, and direct and initiate their own ideas and creativity, in art and design, movement and music
- improve the opportunities for children to access a wider range of large and varied equipment on a regular basis, to allow them to move in a variety of ways and negotiate more complex apparatus

*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.*