



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 135292

DfES Number: 524073

INSPECTION DETAILS

Inspection Date 02/02/2004
Inspector Name Jennifer Liverpool

SETTING DETAILS

Day Care Type Full Day Care
Setting Name GOLDSTAR MONTESSORI NURSERY
Setting Address 466 Baker Street
 Enfield
 Middlesex
 EN1 3QS

REGISTERED PROVIDER DETAILS

Name MS DANIELLE SOMERS

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

Goldstar Montessori Nursery opened in 1996. It operates from two play rooms on the ground floor of a converted end of terrace house. The property is located in a mainly residential area and is in close proximity to transport facilities, schools and local amenities. There is a secure outside play area. The nursery serves the local area.

There are currently 31 children from 2 to 4 years on roll, and includes funded three and four-year olds. Children attend for a variety of sessions. None of the children attending at present has been identified with special educational needs. All children speak English as their first language.

The nursery opens five days a week all year round. Sessions are from 08.00 am until 18.00 pm

Four part/full time staff work with the children. Over half the staff have early years qualification to NVQ level 2 or 3. One staff is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP). The nursery practices a Montessori teaching method within their curriculum programme.

How good is the Day Care?

Goldstar Montessori Nursery provides good quality care for children. They offer a welcoming environment where children can feel secure and confident in their surroundings. There are two main play rooms and activities are distributed equally to ensure that children are given a variety of choices. At times throughout the day, a small section of the hallway is used for children to access the use of computers, which are effective in furthering their learning in other areas. Staff create an environment which allows children to explore most areas with minimal risks to their safety and wellbeing. The physical appearance and the maintenance of the premises is good. Most areas for promoting health and hygiene are satisfactory.

There is a daily routine in place, for which children are well familiar. Staff know the children well because each member has responsibilities for monitoring an identified group of children. They plan activities in advance, and themes form the framework for planning to ensure that the curriculum is broad and varied. Children's behaviour is generally good, and they show more interest and become involved in activities when it is pitched at levels that are appropriate to their various abilities. Resources for indoors are good and maintained to a satisfactory level. Outdoor equipment is plentiful and opportunities for large scale physical activities are provided daily. The nursery promotes equal opportunities in their policies, practice and play equipment.

The nursery has good relationships with parents and carers. Staff make themselves available to talk to parents and carers to exchange information about children's development and progress daily, though formal reports are only available on parents and carers only on their requests or at the end of the nursery's year. Policies are accessible, detailed and comprehensive, and most relevant paperwork are in place.

What has improved since the last inspection?

Since the last inspection, the nursery has made good generally good progress in addressing the previous issues. Staff have developed several policies including equal opportunities staffing policies and operational plan, and reviewed procedures for record keeping of medication and incidents. The nursery now ensure that staff are effectively deployed throughout the day by increasing the staff team so that children are well cared for and supported. Fire safety precautions have been improved, and on the recommendations of fire inspector, the nursery has had fire resistant doors and a smoke detector installed. The provision for anti-discriminatory resources has been increased and children are learning about their culture and those of others in planned activities and in discussion. Although staff have made some improvements to hygiene there still remains some minor procedures to enhance their current practice.

What is being done well?

- Staff offer a warm and welcoming environment which enable children to feel secure and confident in their surroundings. (standard 4)
- Children are happy to attend and they settle well into the nursery routines. (standard 3 & 4)
- Good range of resources is provided and opportunities for large scale activities are provided daily. (standard 3 & 5)
- Children's regular use of computers help further their knowledge and understanding in other areas of play and learning. (standard 3)

What needs to be improved?

- the procedures for promoting children's health and hygiene, particularly with regards to safe storage of cooked meals, and confirmation to notifying parents when medication is administered to children;

- children's safety with regards to ensuring that access to the provision is well monitored, and review and update policy with regards to 'lost and uncollected children' in order that actions to be taken are clearly understood.

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	Review and update the policy for lost and uncollected children so that it clearly identifies what actions are to be taken in the event that children remain uncollected.
6	provide a written procedure for managing access into the nursery
7	improve health and hygiene practices to include safe storage of cooked meals and ensure parents sign to confirm their notification of medication administered to their children.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. They are happy to attend and settle in well on their arrival. Children are confident in their surroundings and are developing positive self esteem through staff praise and encouragement. Children show more interests in becoming involved in activities when it is pitched at levels that are appropriate to their various abilities.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals and offer mostly worthwhile and purposeful activities, though on occasions they lack confidence in challenging more able children appropriately, and at times set too high expectations for younger children. Staff know the children well because they are responsible for monitoring the progress of an identified group of children. The system for the assessment of children is practical and used regularly, though staff do not always link children's goals to planning. Staff use a variety of plans, and themes form the framework for planning activities in all six areas of learning. However, some aspects of short term plans lack clarity in that often the descriptions of activities and intended learning are mixed or confused.

Leadership and management is generally good, and staff work well together as a team. Staff are clear about their roles and responsibilities through advance planning of work tasks, and manager support staff in a variety of ways. Although staff are committed to improvements to the nursery education, their monitoring and evaluation of the provision is too informal to address such issues.

Partnership with parents and carers is generally good. Staff provide useful information to keep parents and carers updated about the provision and exchange verbal reports about children's progress daily. Formal reports are available to parents and carers only on their requests or at the end of the nursery's year.

What is being done well?

- Children are happy to attend and they settle well into the nursery.
- Staff provide many opportunities to encourage children to talk and listen to what each other have to say during practical routines and as a result of this children interact well together.
- Good range of resources is provided to promote children's physical development, and opportunities for large scale physical activities are provided daily.

What needs to be improved?

- The programme for knowledge and understanding of the world to provide

opportunities for children to investigate and experiment how and why things work, become familiar with the common features of their local environment and relate to past and present experiences in their lives.

- The programme for mathematical development to increase children's mathematical ideas and language when using resources such as sand and water, and provide more opportunities for the four year olds to solve mathematical problems in planned activities and practical situations.
- Staff knowledge and understanding of the early learning goals in order that they gain confidence in maximising the use of equipment, set reasonable expectations for children's learning, challenge more able children, and further develop planning systems to include details of what children are intended to learn, grouping methods and the role of adults.

What has improved since the last inspection?

Generally good progress has been made in addressing the key issues since the last inspection. However, one of the key issue for planning remains to be carried forward into the next action plan.

Staff are providing more opportunities for children to develop social skills by ensuring that circle time session takes place during mid morning when most children are present, and at lunch times, tables are arranged to accommodate smaller groups of children with a member of staff available to encourage conversations.

The setting has reviewed the behaviour management policy and as a result staff are developing a consistent approach to managing behaviour and children are responsive. Although the timing of activities remain lengthy in some areas of play, the re-distribution of activities in two rooms has given children more variety and they are able to concentrate well with their self chosen tasks.

The written assessment carried out on children's progress now covers all six areas of learning. The planning system needs further development to clarify and show what children are expected to learn from the activities provided.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their personal, social and emotional development. Staff greet and welcome children on their arrival into the nursery, and children settle at ease. Children persevere more with their self chosen tasks and when activities are at their level of development. Good opportunities are provided for children to learn about theirs and others differences through topics and resources. Less emphasis is placed on promoting children's independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in their communication, language and literacy. Children are encouraged to talk about their experiences at group times and meal times are used effectively for this. Children persevere well with their self chosen tasks, though opportunities for independence is less promoted. Good opportunities are provided for children to learn about theirs and others differences through play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are making significant weaknesses in their mathematical development as staff lack confidence in planning and teaching of this area. Suitable activities are provided to develop children's counting skills, and they count reliably up to 20. Children are developing an understanding of size and they can match shapes to objects around the room. Overall, staff plan too few activities to exploit mathematical language and ideas in children free play and practical routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are making significant weaknesses in their knowledge and understanding of the world because of the quality of teaching. Recent plans show children were given some opportunities to use books to see how people lived in the past. Children learn about the wide world through planned activities, and they learn about other cultures. On the whole, there is little evidence of planned investigations and experiments of how and why things work, and identifying features of the local environment.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in their physical development. There is good provision for physical activities each day. Children are able to use the large physical outdoor equipment for vigorous exercise throughout the free-play session with staff on hand to supervise. All children show good control and agility as they run freely. Children are fed well, though less attention is paid to helping them understand healthy eating or recognise changes to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in their creative development. A variety of planned activities such as painting and model making provide opportunities for children to learn a variety of techniques and to explore colour and texture in two and three dimension. All children know colours well, and use colours in their talk and play. Children know a variety of songs and sing with confidence. Too few opportunities for musical instruments are seen in plans.

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 more opportunities for children to investigate and experiment with how and why things work at first hand experiences, become more familiar with the common features of their local environment and relate to past and present experiences in their lives.
- develop strategies to increase children's mathematical ideas and language when using resources such as sand and water, and provide regular opportunities for four year olds to solve mathematical problems during planned activities and practical situations.
- ensure staff update their knowledge and understanding of the early learning goals so that they gain confidence in maximising the use of equipment, set reasonable expectations for all children's learning and sufficiently challenge more able children. To further develop planning to clearly show what children are intended to learn, grouping of children, and the role of the adults.

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.