



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 147571

DfES Number: 582923

INSPECTION DETAILS

Inspection Date 24/06/2003
Inspector Name Pauline Nazarkardeh

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Lavendale Montessori
Setting Address Woodside Park Club
Southover, Woodside Park
London
N12

REGISTERED PROVIDER DETAILS

Name Lavendale Montessori Ltd 04437507

ORGANISATION DETAILS

Name Lavendale Montessori Ltd
Address 13 Michleham Down
London
N12 7JJ

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

Lavendale Montessori is a privately owned Montessori preschool. It operates from Woodside Park Club. The preschool serves the local area.

The preschool is registered to provide sessional care for 16 children age two to five years of age. There are currently 24 children from two to five years on the roll. This includes five funded three year olds and three funded four year olds. Children attend for a variety of sessions. Three children have special needs and there are no children attending who speak English as an additional language. The group opens five days a week during school term times. Sessions are from 9:15am to 12:15pm Monday to Friday.

Two full time and one part time staff work with the children. The staff are working towards updating their early years qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

The quality of the care of the children and the organisation of the day care is good. The staff know and understand the children they care for and ensure children's individual needs are met. The premises are warm and welcoming and provide space for children to play. There are sufficient toys and equipment.

The provider has a good understanding of how to provide a safe environment for children. There are systems in place to ensure the safe arrival and departure of the children. The person in charge is aware of her responsibilities in relation to child protection and has an understanding of the processes involved.

The range and quality of activities offered is good. The staff show a good knowledge of individual children's interests and stages of development. They provide interesting opportunities for children to develop and learn. Children's independence and respect for each other is encouraged. Children are provided with a light snack mid morning, there is a need to consider the arrangements at this time of day, staff ensure that

snacks promotes children's healthy eating.

Parents are provided with written information about the nursery in the form of policies and procedures. Staff spend time exchanging information with parents about their children each day. They aim to provide care that is in accordance with parents wishes.

Documentation is well organised with established systems in place to record and hold written records. The information needed from parents to provide care, which meets each child's individual needs, is in place. Some policies do not reflect the practice of the group and need updating.

What has improved since the last inspection?

In response to the actions required to be taken at the previous inspection the provider has undertaken a through risk assessment of the premises and the grounds. Staff have also undertaken training courses and workshops in order to keep up to date with current child care practice

What is being done well?

- Good use is made of staff, space and resources. Standard 2
- Staff are responsive to children and children and staff work well together. Standard 3
- The physical environment is well laid out, clean and welcoming. Standard 4
- The equipment provided for play and learning is sufficient and suitable for the age group of the children. Standard 5
- The staff are aware of the importance of ensuring the environment is safe. Standard 6
- Staff are aware of the need to treat all children as individuals and to be aware of their specific needs. Standard 9
- There are clear ideas regarding managing behaviour which are suitable to the children's age and stage of development. Standard 11
- Parents are happy with the service provided and praised the pre school. Standard 12

What needs to be improved?

- the arrangements for snack time; Standard 8
- ensure that all policy documents reflect the practice of the group. Standard 14

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
8	consider the grouping and organisation of snack time.
14	ensure that all policy documents reflect the practice of the group.

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

How effective is the nursery education?

Lavendale Montessori provides a friendly, welcoming environment where children learn through a range of well planned and stimulating activities. Children are making generally good progress towards the early learning goals, they make very good progress in communication, language and literacy and in their creative development. They learn through a balance of play and more formal lessons. There is a need for staff to develop their understanding of how ICT can be included in the curriculum.

Teaching is generally good with some very good aspects. Staff have a good understanding of the early learning goals and use this knowledge to plan an effective curriculum. They use a variety of teaching methods to promote children's curiosity and learning. There are opportunities for children to initiate their play and to be taught individually or in small groups. Staff need to develop consistency in the way children's developmental reports are written.

The leadership and management is generally good. The management structure promotes staff training and development, however consistency of practice needs to be monitored and addressed. The manager works to support staff and ensure consistency of good practice throughout the team. Staff are committed to furthering their professional development and continue to evaluate their working practices.

Partnership with parents is very good. Parents have opportunities to exchange information about their children's progress with staff. They are provided with written policies and procedures and are kept up to date with notices and newsletters.

What is being done well?

- A welcoming and stimulating environment is provided in which children can socialise and participate in a range of worthwhile activities which support their development.
- Children are becoming confident speakers and listeners. Staff encourage children to speak clearly, extend their vocabulary and learn to negotiate and express themselves.
- Children are provided with opportunities to create two and three dimensional structures through the use of various materials and they show great pleasure in expressing their ideas.

What needs to be improved?

- opportunities for children to learn about every day technology;
- consistency in the way children's developmental reports are written;

- opportunities to become more involved in the organisation of their snack;
- activities to enable children to have physical activities using a range of equipment.

What has improved since the last inspection?

There has been generally good improvement since the last inspection. Staff have undertaken a range of training courses and the systems for recording the children's development now covers all areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. Children are learning to make good relationships and to share and take turns. They co-operate with others and learn to recognise right from wrong. Children have a positive attitude and are eager to attend. They generally concentrate well during activities, but attention lapses at snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's overall progress in this area is very good. Children are confident speakers, using language imaginatively. The children's interest and skills in writing is fostered with opportunities for free drawing. Children link sounds and letters and identify the initial sounds of words, staff have extended this interest for the more capable children. The children enjoy stories and books, this interest is developed by having a selection of books for topic information.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in mathematical development. They are learning to count through a range of practical activities. Number songs, stories and rhymes are beginning to be used to introduce children to addition and subtraction. Children use mathematical language effectively. However there are limited opportunities for them to recognise numerals and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are making generally good progress in knowledge and understanding of the world. They talk about themselves and remember past events. They explore a range of manufactured objects such as cameras. They learn about their own religious beliefs and about the of backgrounds of people living in the community. Children have opportunities to build with a range of construction equipment. There are very limited opportunities for children to learn about every day technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children's progress in this area is generally good. Children are aware of how to look after their bodies and about the need to be healthy and how bodies work. They are capable of dressing and undressing and have access to a range of musical activities to develop their sense of rhythm. Children have less opportunities to use a range of physical play equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children are making very good progress in the area of creative development. They are able to participate in a wide variety of activities and to use an extensive range of resources to explore colour, texture, shape, space and form in two and three dimensions and to respond in a variety of ways to what they see, hear, smell, touch and feel. The children have good opportunities to listen to, and respond to music and they use musical instruments on a regular basis.

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

- Develop staff's knowledge and understanding of ICT in order to provide opportunities for children to learn about every day technology.
- Ensure consistency in the way children's developmental reports are written.
- Encourage children independence especially in the organisation of snack time.
- Plan activities, which enable children to use a range of equipment to promote their physical development.

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.