



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY284442

DfES Number:

### INSPECTION DETAILS

Inspection Date	15/11/2004
Inspector Name	Liz Margaret Caluori

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	One World Montessori
Setting Address	Chislehurst Village Hall Church Lane Chislehurst Kent BR7 6NY

### REGISTERED PROVIDER DETAILS

Name	Mrs Filomena Dunstane
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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

One World Montessori opened in 2001 and has been registered with the current proprietor since September 2004. It is situated in Chislehurst in the London Borough of Bromley and serves families from the local community. The group operates from a large hall and an adjacent group room and has use of a kitchen and toilet facilities. There is also a large outdoor area to the rear of the building that is available to children for outdoor play.

There are currently 38 children from 2 to 5 years on roll. This includes 30 funded 3 and 4 year olds. Some children attend on a full-time basis whilst others attend part-time. The setting supports children with special educational needs and is also able to support children who speak English as an additional language.

The group opens 5 days a week during term times with sessions from 9.30am until 12.30pm.

A total of eight staff work with the children with five present each day. Three members of staff, including the manager and deputy, hold qualifications equivalent to NVQ III. Of the remaining staff, all except for one either hold NVQ II or are working towards an equivalent qualification. In addition, a peripatetic French teacher attends the group once a week. The setting receives support from the Early Years Development and Childcare Partnership.

The group operates using the Montessori philosophy.

### How good is the Day Care?

The pre-school provides good quality care for children. They enthusiastically take part in a wide variety of well-planned, imaginative activities in a happy, stimulating environment. Staffing levels and staff deployment are appropriate to ensure that children are effectively supervised at all times. Documentation is well ordered and appropriately stored.

There are effective precautions in place to minimise risks to children, both in the pre-school and on outings. Whilst children are encouraged to developing good personal hygiene, very minor weaknesses exist in the current hand washing practices. A healthy range of mid-morning snacks is provided each day. Child protection procedures are entirely appropriate, as are those regarding giving medicines and treating accidents. However, on occasion, written records hold insufficient detail.

Effective systems are in place to ensure that each child's individual needs are identified. Whilst a large portion of the session is given over to free play, staff are skilful at supporting children in their all round development whilst they are having fun. A varied range of activities are provided to offer an appropriate level of challenge to each child. The very positive relationships between staff and children create a warm, comfortable environment for children to experiment and explore.

There is clear equal opportunities policy, which is consistently applied. A range of resources and activities are provided aimed at promoting positive images of different cultures and disabilities. One staff member is responsible for co-ordinating the care of children with special needs.

Behaviour within the group is extremely good with children being encouraged to develop good manners. They develop confidence and an understanding of right and wrong as a result of the praise and support provided by the staff.

Staff offer a warm welcome to parents and carers and take time to exchange information.

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

N/A

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

- Staff form warm, positive relationships with children and act as very good role models. They have a very good understanding of each child as an individual.
- Good opportunities are provided for children to experiment and make choices and activities are skilfully planned to provide appropriate challenge for each child.
- Snacks provided for the children are healthy and children are taught about healthy eating.
- Staff consistently manage children's behaviour in a positive manner, using humour and praise to re-enforce good behaviour.

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

- the procedures for allowing children access to the toilet area to help them develop independence, particularly regarding hand washing before snacks

- The maintenance of accident and medication records.

**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
7	Review and improve the systems in place for recording accidents and medication to ensure that full details are included in every entry.
7	Review the arrangements in place regarding use of the toilet area by children with a view to increasing their opportunities to use the facilities independently.

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

### How effective is the nursery education?

One World Montessori Pre School offers general good quality nursery education where children enjoy learning through a broad range of activities. The teaching helps children make generally good progress towards the early learning goals.

The teaching is generally good and the staff show clear knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide a broad-based curriculum that includes a wide range of challenging and interesting practical activities and experiences. To enhance this further, more opportunities to learn about technology, develop large motor skills and for children to be freely creative should be implemented.

Staff show positive and skilful management of children's behaviour and have high expectations of behaviour. They use a wide variety of strategies to encourage good behaviour including plenty of praise, encouragement and acting as good role models. The assessment of children's learning and is good and staff use their observations to complete each child's assessment records. However, there is insufficient evaluation of what children learn in planned activities.

Leadership and management are generally good and there is clear leadership and good management system. There is a strong commitment to ongoing staff development and improving the nursery education.

Partnership with parents and carers is generally good. Staff work hard to work with parents and to involve them in the life of the pre school. This could be further enhanced by providing more written information for parents.

### What is being done well?

- Children are provided with a very good, wide range of opportunities to develop their language and literacy and mathematical skills.
- Children are provided with many opportunities to explore and make choices. They show great interest in experimenting with the wide range of invitingly displayed resources and concentrate for long periods of time.
- Children speak confidently and fluently on a wide range of subjects as a result of the staff's consistent interest. They are provided with many opportunities to engage in conversation.
- Staff provide a very positive role model for the children and they continuously encourage children to take part and ensure their hard work is acknowledged. Children behave very well and interact warmly with their peers and staff.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● The provision to enable to children to develop their understanding of technology, to enhance their large motor skills and to be freely creative in art activities.</li><li>● The evaluation of what children learned during planned activities and how the evaluation informs future planning.</li><li>● The written information provided for parents/ carers.</li></ul>



<b>What has improved since the last inspection?</b>
N/A as the provider and staff have completely changed since the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children behave exceptionally well and are developing very good concentration. They interact very confidently with their peers as well as with adults. They are considerate to others and are very supportive and encouraging to their friends, for example in involving them in new activities. They are able to clearly express opinions and enjoy many opportunities to make choices and develop their independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate in their speech. They have very broad vocabularies and are developing confidence in linking sounds to letters. They enjoy stories and are developing a good understanding of the use of text to carry meaning. They enjoy practising writing and many are able to form recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a broad range of well-resourced mathematical games. Most are able to count to ten and beyond and many are able to recognise written numerals up to nine. Children are also able to compare numbers and confidently discuss size, shape and position. They are beginning to employ basic mathematical strategies such as addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a good range of opportunities to explore and learn about cultures and nature. They design things using various materials such as clay, construction materials, playdough and so on. There are too few opportunities for children to use and learn about technology.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show confidence and increasing control and skill in the use of hand tool, objects, construction equipment and malleable materials. They have opportunities to take part in regular music and movement sessions. There are too few opportunities for children to develop their gross motor skills.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

Children develop their imagination through a diverse range of activities such as: art and craft, music, dance, singing, role-play and stories. More focus should be afforded in allowing children to freely express themselves in creative activities.

**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 to enable to children to develop their understanding of technology, to enhance their large motor skills and to be freely creative in art activities.
- Improve the system for the evaluation of what children learned during planned activities and show how the evaluation informs future planning.
- Provide written information for parents/ carers about the provision to ensure they are kept informed of what is happening in the group and to encourage parental participation.

*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.*