



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY235738

DfES Number:

### INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Julie Biddle

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Cricket Montessori School
Setting Address	Lower Road Harrow Middlesex HA2 0DE

### REGISTERED PROVIDER DETAILS

Name	The Committee of Marilyn Bruni
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### ORGANISATION DETAILS

Name	Marilyn Bruni
Address	12 Whitegate Gardens Harrow Weald Harrow Middlesex HA3 6BP

## 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

Cricket Montessori has been registered for two years.

Marilyn Bruni is the registered person.

It operates from two rooms in a church hall, the setting has use of a kitchen and toilets.

There is a safe secure outdoor area.

The group serves the local community.

The Montessori group is registered for 20 children. There are currently children 18 from 2 to 5 years on roll. This includes funded three and four year olds. The setting currently supports children whose speak English as an additional language.

The setting opens five days a week during school term times. Sessions times are 09.30 to

12.30 three days a week, an extended day until 14.45 is offered on two days a week.

Six full time staff work with the children. Over half of the staff have early years qualifications to NVQ level two or three.

The setting receives support from a mentor from the Early Years Childcare Partnership.

### How good is the Day Care?

Cricket Montessori provides good care for children.

The group is well staffed with staff holding relevant childcare qualifications, the manager has a commitment to further training and encouraging staff to access training.

The staff have an understanding of ensuring the children's safety both inside and outside, however risk assessments are not recorded.

Staffing levels ensure children are effectively supervised at all times.

Staff have a good understanding of health and hygiene practices within the group environment to prevent the spread of infection. Staff have current first aid training.

Plans ensure children have opportunities to access a range of resources and play equipment that are stimulating and fun, however the group lacked equipment to promote physical play.

The range of activities provided offer an appropriate level of challenge to children and encourage independence. Effective procedures are in place to ensure the individual needs of the child are recorded and met.

Staff are focussed and interested in working directly with the children. Interaction between children and staff was of high quality, with children given excellent opportunities to extend their language skills.

Policies and procedures are thorough, and consistently applied throughout the setting.

A range of resources and activities are aimed at promoting positive images of culture, gender, religion and disability.

Manager and staff have a positive attitude to caring for children with special needs.

Manager and staff manage children's behaviour consistently, praising and reinforcing good behaviour. Parents are included in issues regarding behaviour management.

Parents receive good information about the setting and their child's progress. They are actively encouraged to take part in the group's activities.

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

N/A first inspection.

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

- Staff plan and evaluate activities that are stimulating, fun and suitable for the various ages in the setting.
- Interaction between the children and staff is positive and encouraging.
- Children are happy and confident in the setting.
- Hygiene practices in place prevent the spread of infection.
- Parents are included and encouraged to be part of the playgroup.

- The staff have an understanding of ensuring the children's safety both inside and outside.

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

- the provision of resources that promote physical development
- the detail of complaints procedure
- the provision of written risk assessments.

#### **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
6	Conduct and record risk assessments on the premises identifying action to be taken to minimize identified risks.
12	Ensure complaints procedure includes number of regulator.
5	Develop the activities and resources that promote the physical development of children.

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

### How effective is the nursery education?

Cricket Montessori Nursery offers good quality nursery education.

Children are curious, enthusiastic learners who participate in a broad range of activities in the rich environment. Children are developing a wide range of skills as they become familiar with the pre-school routine and build relationships with staff and peers. Children make good progress towards the early learning goals in all six learning areas. Particularly good progress is made in personal, social and emotional development.

The quality of teaching is good. The staff team have created a positive learning environment and have a sound overview of the foundation stage and the six learning areas which enables children to make good progress. Adults make relevant observations on children and informal assessments to identify the next steps in their individual development, although these are not sufficiently reflected in short term planning. Adults use a successful and wide range of teaching and questioning methods to extend children language and thinking. Teaching sessions and resources are well organised to allow children to participate at their own level.

Leadership and management are effective. Clear communication systems and established responsibilities result in a balanced team that work well together and are deployed to provide children with ample attention. Adults are committed to providing good quality care and education. The provision continues to improve by implementing changes, though there is not yet a rigorous system to evaluate the effectiveness of the education programme.

Partnership with parents is good; parents are well informed about the setting and curriculum and are encouraged to participate in topic work and their children's learning. Warm relationships and good ongoing communication between staff and parents leads to a positive learning experience for children.

### What is being done well?

- Adults have created a rich and stimulating learning environment, making good use of attractive and dedicated areas. Resources are organised well offering children excellent opportunities to make decisions about what they want to play with, select their own activities and exercise autonomy over their own learning.
- A good understanding of how children make progress and an attentive staff team enables ample individual attention and good support for children in their learning. Staff interact well with children, are interested in what they do and ask thought provoking questions to extend their language and thinking in most areas of the curriculum.

- Children participate in a broad and balanced range of activities which promotes learning in the six key areas and enables children to make good, steady progress toward the early learning goals. Children are interested in and occupied by the equipment which is available.
- Children make particularly good progress in their personal, social and emotional development. They form secure relationships with staff, based on respect, which fosters confidence and good self-esteem. Children talk, listen to and help each other as they develop co-operative relationships. Children are generally polite and well behaved, take turns and share. Adults routinely praise children and encourage good behaviour.
- The group works well in partnership with parents, relationships are warm and good information is exchanged between staff and parents to ensure adults are well informed about children's progress.

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

- Use of observations and assessments to plan next steps in individual development and inform short term planning, especially for the outdoor area.
- Aspects of literacy; independent reading and writing, mathematical development; number and calculating through practical activities, and knowledge and understanding of the world; exploration and investigation of everyday technology and objects to find out how things work.
- The programme for physical development to provide opportunities which offer sufficient challenge for children, including climbing, swinging, balancing at height and jumping.

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

N/a

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are curious and enthusiastically join in with activities. Staff and children have good relationships based on mutual consideration and respect. Children are polite and well behaved. They speak and sing confidently and listen quietly at appropriate times. Children are confident and self assured, showing their achievements proudly. There are excellent opportunities for children to make choices, access equipment independently, explore and create freely and spontaneously.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate confidently. Adults make good use of play situations to develop and extend children's linguistic skills and their vocabulary. Funded children are able to initiate and maintain simple conversations, negotiate with their peers and listen attentively. Children regularly explore phonics, they recognise many letters and can link them to sounds. Children spend little time using the wide range of resources which are freely available for early reading and writing.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Good use is made of everyday situations and structured activities to explore and reinforce mathematical concepts. Children are familiar with number and some children can accurately count to ten and beyond, although they have few chances to explore simple addition and subtraction through practical activities. Children use mathematical language to accurately describe colour, shape and size. They can match and sort, are beginning to estimate and explore pattern in various forms.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are curious and enjoy sensory exploration. They have opportunities to look at, touch and smell various materials including chapatti dough, ceramic tea sets, paint and vegetables. They explore construction techniques regularly, but spend too little time investigating everyday technology and how things work. They learn about the living and natural world through topic work and daily activities; developing an understanding of their environment, seasonal events and the progression of time.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

There is regular access to the outdoor environment for running and use of small equipment. The range of available equipment provides little physical challenge, opportunity to climb, swing, experience height or jump. Most children are well co-ordinated, enjoy moving to music, successfully negotiate obstacles, move and stop under control. Children are beginning to understand how their bodies work and the importance of staying healthy.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Planned art and craft activities enable children to learn about colour, shape, texture and space. Art activities offer sufficient scope for children to try their own ideas and experiment, they enjoy doing this and are encouraged to explore by staff. Adults provide an appropriate but small range of props for imaginative and role play, they are often engaged in this area of play, successfully enabling children to explore their imagination and extend their storylines.

**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

- Use information gathered from observations to build on what children know and can do, to enable them to make the next steps in their individual development and to inform short term planning.
- Develop the programme for physical development; to provide chances for children to experience height, balance, swing, jump, move imaginatively and enjoy physical challenges.
- Provide everyday objects and technology for children to investigate, explore and find out how things work.

*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.*