



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 118151

DfES Number: 582729

INSPECTION DETAILS

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| Inspection Date | 10/12/2003 |
| Inspector Name | Shan Gwendoline Jones |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Caterpillar Montessori Nursery School |
| Setting Address | St Albans Church Hall South Parade Acton Green W4 1JU |

REGISTERED PROVIDER DETAILS

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| Name | The Caterpillar Montessori Nursery School Limited 02355876 |
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ORGANISATION DETAILS

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| Name | The Caterpillar Montessori Nursery School Limited |
| Address | Aston House Cornwall Avenue London N3 1LF |

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

Caterpillar Montessori Nursery School operates within 2 adjacent buildings, is situated in Chiswick and serves the local and wider community. The premises are adequately maintained and is located close to two tube stations and is served by several bus routes.

The school is adjacent to a park and the children use the enclosed children's playground for energetic play.

There are 60 children on roll aged from 2 years to under 5 years. This includes 33 funded 3 year olds and 2 funded 4 years olds. Currently there are no children with English as an additional language or children who have been identified with special educational needs.

The school opens 5 days a week term time only. Sessions are from 09:00 to 16:00. Children attend for a variety of sessions with morning and afternoons sessions available.

There are 7 staff who work with the children. The school follows the Montessori teaching methods and all of the staff hold the Montessori Diploma.

The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Caterpillar Montessori School offers satisfactory care overall, with some good aspects for children aged 2 years to under 5 years.

The school focus on providing an environment where children can learn through play. There is a range of activities to promote children's learning opportunities and resources are easily accessible for the children. However, the activity plans need to be developed further and children need more opportunities for role play.

The setting has established varied routines that meet the individual needs of children well; this includes frequent outings to the park.

The manager works directly with the children and is supportive of the staff team and current arrangements to deputise are effective. All of the required policies are in place, however the written complaints procedure needs to be reviewed and staff must incorporate the new child protection procedures into their policy. The staff work well together as a team and there is good deployment of staff to support children's individual needs.

Children's behaviour is very good, staff help children to learn right from wrong. The staff are good role models and deal with minor disputes in a sensitive manner.

The nursery has a very good working relationship with parents and carers. The nursery is very welcoming and encourages parental involvement. There are good procedures for exchange of information, both verbally and written.

What has improved since the last inspection?

Since the last inspection the setting has devised a policy on medication. A visitors book is now in place and this has strengthened the procedures for monitoring visitors to the nursery school.

What is being done well?

- Staff respond to children's interests and they are given choices, they relate well to others and are interested and enjoy their play. There is a range of toys and resources for children that offer challenge and interest for the age range attending.
- The children are co-operative and the staff have consistent expectations about acceptable behaviour; they encourage good behaviour through praise and encouragement and deal with minor disputes in a sensitive manner.
- The school is very welcoming to parents and carers and encourages parental involvement in a variety of ways. Positive comments were received on the parent questionnaires.

What needs to be improved?

- the planned opportunities for role play scenarios to enhance children's imaginative skills.
- the written complaints procedure to include the address and telephone number of the regulator.
- the staff's understanding of the new child protection procedures in the book 'What to do if you suspect a child is being abused'.

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| Outcome of the inspection |
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| Satisfactory |
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| CONDITIONS OF REGISTRATION |
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| <i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i> |
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| <i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i> |
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| WHAT NEEDS TO BE DONE NEXT? |
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| The Registered Person should have regard to the following recommendations by the time of the next inspection |
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| Std | Recommendation |
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| 3 | Provide more planned opportunities for role play scenarios to enhance childrens imaginative skills. |
| 12 | Ensure the written complaints procedure includes the address and telephone number of the regulator. |
| 13 | Develop staff's understanding of the new child protection procedures book 'What to do if you suspect a child is being abused'. |

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

How effective is the nursery education?

Caterpillar Nursery School provides a well planned and interesting range of activities. Children are making generally good progress towards the early learning goals, they make very good progress in personal and social, language, literacy and mathematics.

Staff are able to interact positively with children, which helps to extend their learning. Visiting specialist teachers enhance children's development in drama, music and physical activities.

Children's personal and social development is very good. All children display a high level of involvement in activities and there are good opportunities for children to develop their independence. Children form good relationships with staff and children. They are well behaved and respond well to requests from staff, co-operative play is encouraged.

Management and leadership are very good. The manager is supportive of the staff and they are included in all aspects of planning and assessment. However, current plans need to be developed further. The manager and staff have a working knowledge of the Early Learning Goals and these are incorporated into the curriculum.

The curriculum offers a broad range of activities, however children do not have sufficient planned opportunities to explore how things happen and why things work. In physical play children need more challenge to develop their climbing and balancing skills.

There is a wide selection of art and craft activities, many relate to the current topic. Children use their imagination well during the music and drama sessions, although there are less opportunities for children to explore a variety of role play scenarios.

Partnership with parents is very good and this has a positive effect on how the children learn. Parents are given opportunities to speak to staff on a daily basis. Parents are provided with useful information about the setting and positive comments were received on the parents questionnaires.

What is being done well?

- Staff have a very good understanding of the early learning goals and provide resources and language to extend children's learning. They are committed to providing a rich learning environment for the children.
- Children display a high level of involvement in activities. Staff have a clear understanding of how children learn. Children have very good opportunities to extend and consolidate their learning through the good quality practical

activities.

- Strong emphasis is given to language, literacy and mathematical development. Children enjoy writing opportunities and are competent when counting and using mathematical language.
- Staff work very well in partnership with parents, encouraging their involvement in the school.

What needs to be improved?

- Opportunities for children to understand how things work, for example, through taking apart and reassembling, telephones/radios, simple science experiments
- Programme for physical development with more opportunities for children to climb, balance swing, slide and scramble
- Planned opportunities for children to access various role play scenarios
- Plans to identify how activities will be adapted to challenge and meet the individual needs of the children.

What has improved since the last inspection?

This is the first S122 inspection since transferring to Ofsted.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious, motivated and persist at activities. They have very good opportunities to develop personal independence, make decisions and select resources. Children model the consideration and respect staff show them, as they develop relationships with their peers. Behaviour is very good and staff reinforce right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently in many situations. Good opportunities to develop early writing skills through structured activities are reinforced by the provision of equipment for independent writing. Children are confident writers and many can write their names clearly. Children use a good range of books competently and have varied opportunities to develop listening skills and good opportunities to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children use mathematical language appropriately and can count up to and beyond 10 during staff led circle time. Many children initiate and solve problems using mathematical concepts by using Montessori resources and matching shapes in puzzles. Children have opportunities to consolidate and develop their number skills and practice addition and subtraction through freely chosen activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Steady progress is made by the children. Structured opportunities for children to experiment using their senses are balanced with a wide range of sensorial equipment for independent access and exploration. Resources to explore how things happen and why things work are not planned for. Children are provided with good opportunities to learn about features of the environment and wider world. Children explore their own and other cultures and beliefs

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children handle and manipulate Montessori equipment and tools using fine control and hand co-ordination. They are confident and imaginative in a wide range of small movement skills and have good spatial awareness. More opportunities need to be created to allow children to develop their climbing, balancing, swinging and scrabbling skills.

| CREATIVE DEVELOPMENT | |
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| Judgement: | Generally Good |
| <p>There is a wide selection of art and craft activities, many relate to the current topic. There are good opportunities for children to explore shape and form in two and three dimensions. Children have access to the various Montessori equipment to explore their senses. They regularly produce creative art work. Children's imaginative skills need to be developed further.</p> | |
| <p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p> | |

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 opportunities for children to understand how things work, for example, through taking apart and reassembling, telephones/radios, simple science experiments.
- Strengthen the programme for physical development with more opportunities for children to climb, balance swing, slide and scramble
- Provide more planned opportunities for children to access various role play scenarios
- Review planning to identify how activities will be adapted to challenge and meet the individual needs of the children.

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.