



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 511421

DfES Number: 519421

### INSPECTION DETAILS

Inspection Date 31/01/2005  
Inspector Name Rowena Ann Bentley

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Barnes Montessori Nursery  
Setting Address Lonsdale Road  
Barnes  
London  
SW13 9QL

### REGISTERED PROVIDER DETAILS

Name Ms Anne-Marie True

## 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

The Barnes Montessori School opened in 1969. It operates from three rooms in a sports club situated in Barnes in the London Borough of Richmond. A maximum of 50 children may attend the school at any one time. The school is open each weekday from 09:20 to 12:20. There is an option of an extended session until 15:00 from Monday to Thursday. The school is open term time only. All children have access to a the sports field for outdoor play.

There are currently 52 children from two to under five years on roll. Of these 40 children receive funding for nursery education. Children come from the local area. The nursery supports children with special needs, and also supports a number of children who speak English as an additional language.

The nursery employs 10 staff. Of these staff, six including the manger hold appropriate early years qualifications.

### How good is the Day Care?

Barnes Montessori Nursery School provides good care for children.

The staff team work closely together and are very well managed. Staff regularly update their childcare knowledge by attending courses. Clear routines have been established for the children and they are familiar with these and are secure, confident and independent in the environment.

Staff follow health and safety procedures to ensure children are safe and well cared for at all times. The premises are safe and maintained to a satisfactory standard. Staff have attended first aid training and there is a well stocked first aid box. All required record keeping systems are in place and these are stored confidentially however the children's daily attendance does not record actual time of arrival and departure and there is not a separate staff register.

There is a good quantity and variety of toys and equipment. These are used to

provide a wide range of activities for the children in line with Montessori teaching and which promote learning in all areas. Staff develop very good relationships with the children and are aware of their individual needs. Children's behaviour is managed confidently and consistently. Positive behaviour management strategies are used and children are well behaved and co-operative.

There is a strong commitment to working in partnership with parents. Staff communicate with parents at the beginning and end of the session. Parents who completed questionnaires made favourable comments about the nursery school and are very satisfied with the care their children receive. The school's policies and procedures and general information are made available to parents.

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

At the last inspection the provider agreed to provide evidence of the school's public liability insurance. This was sent to Ofsted regional office within the agreed timescale.

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

- Children benefit from a varied curriculum which successfully integrates Montessori teaching with the six areas of learning. Staff provide an environment where activities are child led and there are opportunities for children to develop their independence and make choices about what they do. Children show curiosity, enthusiasm and enjoyment for all activities.
- There is high level of interaction between staff and the children. Staff are aware of children's individual needs and know each child very well. Children have access to resources which promote equality and children with special needs are welcomed and fully integrated into the group.
- Staff manage children's behaviour confidently and consistently and focus on positive strategies. Children respond well and are co-operative and very well behaved.
- There is a strong emphasis on working in partnership with parents. There are systems in place for keeping parents informed about their child's progress. Parents who completed questionnaires made positive comments about the school and indicated complete satisfaction with the service provided.

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

- the arrangements for recording daily attendance of children and staff.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1st April 2004 Ofsted have not received any complaints about this provider.

**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	Ensure registration arrangements show when children and staff are present.

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

### How effective is the nursery education?

The provision for nursery education is acceptable and of high quality. Children are making very good progress towards the early learning goals in all areas of learning. Methods of teaching are extremely good. Secure knowledge of the curriculum guidance for the foundation stage and the Montessori ethos, enables staff to plan an extremely good range of activities that are fully extended. Key strengths in all areas are due to excellent interaction from staff and their ability to extend children's learning through questioning and conversation. Staff are receptive and responsive to the children, and use appropriate opportunities to join in their play. Personal social and emotional development is supported by the excellent relationships staff have with children, high expectations of behaviour and the outstanding opportunities for children to develop personal independence. Staff are observant of the choices that children make, and use effective methods to record, evaluate, and monitor children's progress and development. Children make very good progress in all areas, due to good resources, and staff knowledge of how to support children with using the equipment to it's full potential, however, there are no resources for children to develop skills in steering and manoeuvring.

Leadership and management is excellent. The manager has a clear vision and is highly committed to continuous improvement. The staff work extremely well as a team and are very clear about their roles and responsibilities. The manager has established extremely effective links with outside agencies that support children with special needs. The partnership with parents is excellent. Relationship between staff and parents is warm friendly and inclusive and parents are actively involved with their child's learning plan. There are effective formal and informal channels of communication to discuss children's progress and concerns, however, reports do not include the next step for children's learning.

### What is being done well?

- Staff's clear understanding of the early learning goals and the Montessori methods for learning, leads to well planned and interesting activities which capture children's imagination, and engage and sustain their interests and efforts. There are excellent opportunities for children to explore their local environment and go on outings to places of interest to support their learning, for example to the local reservoir to look at the signets growing into swans and the wetlands centre in Barnes for pond dipping activities.
- Teaching is well planned, builds on what children already know, and reflects high expectations for each child to progress further. Children are given individual support with learning how to use the Montessori equipment successfully. Staff provide excellent opportunities for children to demonstrate what they know and understand and set challenges for children, including those with special needs, that increase their thinking and skills.

- Staff work closely with children and are skilled at observing and using potential opportunities to extend children's learning through questioning and conversation. They have an in-depth knowledge of children's individual progress, and objectives for learning are carefully recorded and monitored. An excellent range of resources and competent teaching ensure that children's progress in personal social and emotional development is outstanding.
- Staff work extremely well as a team and are supportive of each other, providing good role models and a calming learning environment. Excellent management and committed staff ensures ongoing improvements by self assessment and staff training and development.
- Parents speak very positively about the care and education of the children, for example, how the staff welcome parents involvement, the information they are given on the curriculum, the effective inclusion of children with special needs and ideas they are given to support their child's learning at home.

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

- the children's progress reports, so they include the next step for individual learning.
- the opportunities for children to develop steering and manoeuvring skills.

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

Very good progress has been made since the last inspection. The manager and staff have introduced a number of effective measures to continue to maintain high standards that the provision already offers. This has included involvement with a quality assurance scheme for obtaining the Montessori accreditation, which is nearly complete. Staff have been involved with evaluating their own practice and trying new ideas, for example methods used for planning and assessment of children's progress. This has resulted in a flexible system for staff to use that has given them a clearer direction to teaching. Staff have continued to attend a wide variety of training workshops that are related to the early learning goals, which has enhanced their teaching practice.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show excellent independence in selecting and carrying out tasks when using the Montessori equipment, for example, pouring their own drink, washing up the glass and drying it at snack time. Children develop excellent friendships with each other and their behaviour is outstanding. They concentrate very well and sit quietly. They work extremely well as part of a group, and take turns, for example, when a group of eight children independently choose to set up and use the Montessori maze.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators, have extensive vocabulary, and enjoy talking spontaneously with each other during play. Staff are teaching them about different methods of communication by using simple sign language, for example when saying good morning to each other. Children are very confident with linking sounds of letters to the names of real objects, and can write their own names with letters correctly formed. Older children are beginning to write other simple words correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make excellent use of the accessible resources available for mathematical development. They have a very good understanding of size, shape, position and number, for example, when select hexagons to make a pattern on the mat and can correctly sequence shapes and objects. Staff provide a wide variety of opportunities for children to use mathematical language, for example when measuring the length of the body parts of a real dog. Older children are beginning to learn to add and subtract.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

There are excellent opportunities for children to learn about their environment and features of living things for example through outings to the reservoir to look at how swans build their nests. They watch and learn how caterpillars grow into butterflies, handle African snails, make wormerys and learn about the elements of the weather and the different seasons. Visitors and parents come into the setting and talk about cultural celebrations such as Dial and New Zealand Day.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children have excellent hand and eye co-ordination, for example when transferring small beads and pouring water from one container to another. They negotiate space successfully, can walk backwards, climb trees and run up and down the grassy bank in the sports ground with control and co-ordination. They can skip, hop, jump in and out of hoops and balance independently on a beam during movement sessions, but do not have access to resources to help them develop steering and manoeuvring skills.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children work creatively, and have good opportunities to explore a wide range of media and materials in different dimensions, for example shaving foam, sand, water, soil and corn flour. They frequently enter into imaginative conversations and play with their peers and staff, for example when using the finger puppets and the hospital resources. Children actively join in drama sessions and pretend to be rockets when learning about space. They are confident with expressing their own feelings.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- enhance reports of children's progress by including the next step for their individual learning.
- improve opportunities for children to develop steering and manoeuvring skills.

*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.*