



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 137819

DfES Number: 524113

### INSPECTION DETAILS

Inspection Date	11/02/2005
Inspector Name	Kim Mundy

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Learning Tree Montessori Nursery School
Setting Address	309 Preston Road Harrow Middlesex HA3 0QQ

### REGISTERED PROVIDER DETAILS

Name	Ms Eileen Wilson
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Learning Tree Montessori Nursery School is run by Eileen Wilson and it opened in 1995. It operates from the ground floor of a private house in the London Borough Of Brent. The setting has access to three main classrooms, with additional access to smaller areas for arts and crafts activities; outdoor lunch hut; office; toilets; and kitchenette facilities. There is a secure garden for outdoor play.

The nursery is open from 08:00 to 16:00 term time only. There are currently 51 children aged 2 to 5 years old on roll. This includes 26 funded 3 and 4-year-olds. Children attend for a variety of sessions.

The setting currently supports a number of children with special needs, none of the children speak English as an additional language.

There are ten staff employed to work at this setting and six members of staff hold relevant early years qualifications.

This setting follows Montessori and the Foundation Stage of Learning curriculum's. Children have the opportunity to participate in French, music and drama on a weekly basis.

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

### **How effective is the nursery education?**

Learning tree Montessori Nursery provides good nursery education. Children are making very good progress in personal, social and emotional, communication, language and literacy, and mathematical development. They are making generally good progress in all other areas.

The quality of teaching is generally good. Effective teaching methods are in place, for example, demonstrating new tasks and asking many open-ended questions. Several members of staff are new to the setting and further knowledge and understanding of the early learning goals is required so that planning, evaluation and assessment procedures are significantly linked to the stepping stones. Staff have a very good understanding of the Montessori teaching ethos and children are progressing well. The classrooms are set up to encourage children to be independent learners. Staff have very good relationships with children who are well behaved at this setting. All children are offered appropriate support and challenges, including those with special needs.

Leadership and management is generally good. The manager leads a happy staff team who are keen to improve the nursery education for the children. There are effective communication systems in place, for example, staff and planning meetings. A good range of Montessori equipment is available. Further steps are required to enhance outdoor play opportunities.

Partnership with parents is generally good. Parents are able to be involved in their children's learning and they receive regular feedback about their children's progress. However, information about their child's learning for the early learning goals is not displayed.

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

- Children are very well-behaved and they are able to take turns, relate well to adults and each other. They are becoming independent learners as they select resources to use for specific purposes: pour their own drinks; and begin to dress and undress themselves.
- Staff are encouraging the children to develop a wide vocabulary through discussion times and sensitive open-ended questioning. They are developing good pre-writing skills as they write for a purpose, for example, shopping lists.
- Children involve each other in their play, they begin to negotiate roles and act out story lines, for example, when playing with medical equipment, dolls and teddies.
- Children are able to count confidently and they use mathematical language accurately during their play to describe and compare shape, position, size

and quantity. They are exploring a wide range of mathematical activities.

- Children are developing their imagination when participating in physical education: music; drama and role-play.
- Children are able to use a range of large and small equipment with increasing control. They use their senses to explore and to investigate, for example, when cooking.

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

- the planning, evaluation and assessment procedures so that they are significantly linked to the stepping stones of the Early Learning Goals
- the new staffs knowledge and understanding of the Foundation Stage of Learning
- the opportunities for children to select from a wide range of creative materials so that they can use their own imagination and develop their own ideas
- the outdoor play opportunities to be extended
- the programme for knowledge and understanding of the world by providing more opportunities for children to explore living things.

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

At the previous inspection the setting was required to review the planning and assessment procedures, to ensure continued progress in all aspects of six areas of the early learning goals. The manager has reviewed the planning and assessment procedures, however, further development is required to significantly link with the stepping stones. Children continue to make good progress in all six areas of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good relationships with adults and each other. They play cooperatively together, sharing and taking turns. Children are learning a sense of right and wrong and help each other during their play. They are able to concentrate for lengthy periods of time, for example, during discussion time. The children are developing very good independence skills as they choose their own resources. They are learning about other cultures and their own beliefs when celebrating festivals.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently, holding lengthy conversations with each other and adults. They enjoy chatting to one another sharing their real and imagined experiences. Children are able to recognise and write their names and they have good opportunities to practise writing for a variety of purposes. They are able to link sounds and letters through many Montessori activities. Children handle books appropriately, they enjoy making up their own stories and begin to read simple sentences.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count confidently and reliably and they are able to recognise some written numerals. There are very good opportunities for children to explore simple addition and subtraction through number rhymes and grouping objects. They are learning about shape and space as they fit puzzles together and use equipment in the sand play. Children use mathematical language confidently and they begin to solve mathematical problems during their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about their environment, for example, mini-beasts, seasons, past and present events. There are limited opportunities to find out about living things. They explore and investigate using a wide range of materials and they question why things happen and how they work, for example, when using the computer, telephones and cash tills. They can build and construct on a large and small scale with boxes and bricks.

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children move confidently in and outdoors, showing an awareness of space and others around them. Further opportunities are required for outdoor play. They are able to use a range of tools safely and with increasing control for example, tweezers and scissors. Children use a range of one handed tools to develop good hand and eye co-ordination, which helps them to develop their pre-writing skills. They find out about the importance of staying healthy through daily routines and themes.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have good opportunities to explore colour and texture when using Montessori equipment and painting materials. They take part in a variety of activities, which encourage them to use their senses, for example, cooking. Children are developing their imagination through stories and role play, however, art activities are often adult-led. Children enjoy using musical instruments, moving and listening to different types of music and they are able to sing a range of songs from memory.	

<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>
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### **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 planning, evaluation and assessment procedures so that they are significantly linked to the stepping stones of the Early Learning Goals.
- Ensure that new staff develop a sound knowledge and understanding of the Foundation Stage of Learning.
- Provide opportunities for children to select from a wide range of creative materials so that they can use their own imagination and develop their own ideas.
- Provide more opportunities for children to explore living things within the classroom environment.

*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.*