



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY222681

DfES Number:

### INSPECTION DETAILS

Inspection Date 23/02/2005  
Inspector Name Martha Naa Ahimah Darkwah

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name East Lane Montessori  
Setting Address 128 East Lane  
Wembley  
Middlesex  
HA0 3NL

### REGISTERED PROVIDER DETAILS

Name Mrs A Pajpani

### ORGANISATION DETAILS

Name Mrs A Pajpani  
Address 128 East Lane  
Wembley  
Middlesex  
HA0 3NL

## 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

East Lane Montessori opened in 2002. It operates from three rooms within a community centre in North Wembley in the London Borough of Brent.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday 09:00 to 15:00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged 2 to 5 years on roll. Of these, 13 children receive funding for nursery education. Children come from a wide geographical area. The nursery currently supports a number of children with special needs and also supports a number of children who speak English as an additional language.

The nursery employs 4 staff. 2 of the staff including the manager hold appropriate early years qualifications. One staff member is working towards an early years qualification. There is an action plan to recruit a qualified member of staff by the end of February 2005.

The nursery receives support from the Early Years Development Partnership in Brent and are members of the Pre-school Learning Alliance

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

### How effective is the nursery education?

The education programme offered at East Lane Montessori Nursery is generally good. Children are confident and persist at a broad range of activities in the rich environment. The education programme follows the principles of the Montessori philosophy. Children make very good progress in three of the six key areas of learning. They make generally good progress in the other two.

The quality of teaching is very good. Staff have a sound overview of the Foundation Stage and detailed knowledge of the learning areas. Positive relationships based on respect promotes good behaviour, a caring environment and motivation to participate and learn. Staff give plenty of attention and support to children and track their progress well.

Planning is very good and builds on observations and assessments of what children can do. Resources are well organised to promote independence and autonomy in most learning areas. Inclusion of all children is good. Staff improvise and use resources imaginatively to support children's individual development. A wide range of teaching and questioning techniques is used to successfully extend most children's thinking and learning.

Good leadership and management, clear communication systems and established responsibilities result in a balanced team that work well together. Staff are fully committed to providing good quality education and improved quality of teaching through professional development and regular access to training. The provision continues to improve by implementing changes and evaluating the effectiveness of the education programme.

Partnership with parents is very good, they are well informed about the setting and curriculum. Warm relationships and good ongoing communication between staff and parents leads to a positive learning experience for children and ensures their individual needs are planned for. Parents speak very highly about the setting and the progress of their children.

### What is being done well?

- There is a strong commitment to ongoing improvement of the quality of care and education of the children. This is supported by a clear vision and effective systems to manage the setting. Staff have clear responsibilities to ensure the smooth day to day running and good access to training to promote continued improvement to the education programme and the quality of teaching.
- The depth of knowledge of staff enables them to plan and provide a rich and stimulating environment and a varied range of activities to promote learning through play. Staff use their imagination to adapt activities to meet children's

individual needs. A good range of teaching and questioning techniques are used to successfully extend children's language and thinking.

- Good relationships and communication are evident at all levels. Adults offer sufficient attention and support to children, act as positive role models and treat children with respect - this is reflected in good behaviour, good self esteem and confidence which enables children to participate in a wide range of activities and experiences.
- Children progress well in all areas, particularly in communication language and literacy, creative development and personal, social and emotional development.
- Children have excellent opportunities to make decisions and choices about their play and access resources independently. This enables children to be spontaneous, creative, imaginative and to set their own challenges. Staff are attentive to children, they praise children's efforts and achievements frequently, which fosters good self esteem and confidence.
- The staff team work very well in partnership with parents. There is good sharing of information and warm relationships to create a positive learning experience for individual children. Parents speak very highly about the setting, the range of activities children can access and how much children enjoy attending.

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

- the opportunities children have in using large climbing equipment
- the access children have to explore everyday technology and finding out how things work
- the creation of opportunities for children to record their mathematical findings through practical activities

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, self-assured and motivated learners. Relationships between staff and children are warm and caring, children model the respect they are shown as they develop relationships with their peers. Good behaviour is valued, staff are consistent in their approach and children are frequently praised. Children have excellent opportunities to make decisions, access resources independently and be spontaneous in their play.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively and communicate confidently. Adults make good use of impromptu situations to extend children's vocabulary and develop their linguistic skills. Good use of multi lingual labelling and easy access to a wide range of resources stimulates interest in early reading and writing. Children spend time exploring the links between sounds and letters. Children handle books competently, tell each other stories and feature in books made at nursery about their experiences.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are regular opportunities to explore a range of mathematical concepts. Colour, shape, quantity and position are explored through everyday situations and children use associated mathematical language well. Children understand number and can count accurately to ten and beyond, they explore calculation through practical activities but have fewer opportunities to record their mathematical findings.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the world as they grow plants, care for fish and study various cultural beliefs through equipment and festivals. There are excellent opportunities to select resources for planning, designing and making their own inventions. They make dough independently, use imagination as they create art work and build complex models. Children operate computer programmes independently and have good mouse control, but have too few chances to explore everyday technology and how things work.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children handle simple tools, construction and malleable materials well, developing good dexterity and manipulation skills. They demonstrate good spatial awareness and co-ordination as they move confidently inside and outside. When using wheeled toys children are able to steer confidently, negotiate obstacles and stop under control. Children enjoy good access to outdoor play but have fewer opportunities to develop climbing skills with the use of large equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There are many opportunities to explore colour, shape, form, texture and space through art activities. Children are strongly encouraged to explore their own ideas and express their creativity in many ways. Children's work is displayed and they are encouraged to develop pride in their creations, which fosters good self esteem and confidence. Children show imagination when acting out simple storylines and role play together. They enjoy regular music sessions and participate in singing.

**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**

- increase the opportunities children have in using large climbing equipment
- increase the access children have to explore everyday technology and finding out how things work
- create opportunities for children to record their mathematical findings through practical activities.

*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.*