

Broomwood Montessori

Inspection report for early years provision

Unique reference number	159335
Inspection date	15/09/2010
Inspector	ISP Inspection
Setting address	Kyrle Road, London, SW11 6BD
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Broomwood Montessori opened in 2004. The nursery is situated in Broomwood Community Church, in the Battersea area in the London borough of Wandsworth, and it operates from a class room on the ground floor. The group opens five days a week term time only. Sessions are from 09.30 till 12.45 during term time only.

The nursery is registered on the Early Years Register. A maximum of 16 children may attend the setting at any one time. There are currently 12 children aged from two to under five years on roll, some in part-time places.

There are 3 members of staff, of whom all hold appropriate early years qualifications. There is an additional member of staff available for emergency cover. In addition, there are three external teachers who provide weekly sessions for French and music and movement. The setting operates partly in line with the Montessori philosophy. The setting receives support from the Early Years department in Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending this setting have access to a thriving and highly stimulating environment. The enthusiastic staff acknowledge the uniqueness of each child and are wholly committed to enabling each child to develop to their full potential mindful of their varying levels of individual ability and attainment. The environment is welcoming and inclusive reflecting the children's background, their communities and family lifestyles. There are established partnerships with parents and other settings which children attend, which ensures consistency in the children's welfare and learning. Self-evaluation procedures are in place and are on-going and work well, which has enabled the setting to make considerable improvements since the last inspection.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that a risk assessment is carried out for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 30/09/2010

To further improve the early years provision the registered person should:

- ensure that parents are informed of all accidents or injuries sustained by a child whilst in the care of the provider
- ensure that an accurate record of the children's attendance is maintained at all times
- provide opportunities for children to label their own work.

The effectiveness of leadership and management of the early years provision

There are effective systems in place to ensure children are appropriately safeguarded. All staff are aware of their roles and responsibilities in safeguarding children and the correct procedures to follow in line with the Local Safeguarding Children Board (LSCB) guidelines. The setting has a designated member of staff who is responsible for child protection. There are robust systems in place for staff recruitment and vetting. Risk assessments are conducted regularly to keep children safe but although most outings are risk assessed there are occasions when trips are not assessed. This is a specific requirement and may compromise children's safety. Staff are vigilant in their supervision of the children within the setting to ensure children remain safe in all their play environments. The setting is kept secure, and although parents have a full understanding of the registration procedure, they occasionally forget to 'sign out' their children. Consequently, there is not always an accurate record of children's times of attendance. Policies and procedures are kept up to date and are implemented effectively. However, although accidents are managed swiftly by staff who hold first aid certificates, the record of accidents is not always signed by parents to show that they have been fully informed of the accident.

Staff know and understand all the children enrolled in the setting and can accurately recall an individual child's learning. The development of children in relation to their starting point is good, as staff identify where further improvements can be made. Adults have the ability to identify a child's need for additional support as early as possible and share information and records with parents and colleagues, where appropriate to ensure that each child gets the support he or she needs. The staff work extremely well together as a team and show an appreciation for all views regardless of status or qualification. Through their process of self-evaluation the staff identify their key areas for further improvement and for raising standards. The process is seen by staff members as a valuable tool to continuously improve the care, support and learning at the setting. As a result and with the on-going support, the team have worked well to make improvements since the last inspection.

The deployment of staff and resources is a key strength of the setting. Resources, equipment and furniture are of a high quality and suitable for the ages of the children and support them in their learning and development. Outcomes for the children are clearly attributed to the excellent use of resources including the highly effective deployment of staff. The environment is welcoming and well suited to its purpose, good use is made of the large hall which children use for physical play. Children use the local common for outdoor play. The setting is effective in promoting the personal, social and emotional development of children and ensures

that each child receives the support they need to develop the good language, communication and social skills that they need to achieve and participate fully in the setting. Staff ensure that the environment reflects and promotes diversity as a way of helping children from the earliest age, to value themselves and respect difference in others so that they can grow up making a positive contribution to society. Children coming from all backgrounds therefore feel included. Children who speak English as an additional language also receive good support as staff take time to learn key words and phrases in their home languages. There are no children attending the setting with special educational needs and/or disabilities,. Nonetheless, the staff are fully aware of their roles and responsibilities in seeking outside support if need be, for the benefit of the children.

Relationships with parents are good. In addition to the regular meetings with parents that take place to review children's achievements, there is an informal collaboration between the staff and parents that ensures consistency of care. Parents are encouraged to voice their views by using the comments/suggestions book and by completing questionnaires. The setting provides parents with weekly e-mails which acts as a newsletter, this informs parents of up and coming events; things the children have been involved with and things they will be doing in the future.

The quality and standards of the early years provision and outcomes for children

Children arrive happily and settle quickly in this welcoming environment. The room is well organised and allows an adequate amount of space for children to move freely and safely from one activity to another. Children confidently choose what to play with from the range of activities set out and ask for additional resources to develop their play and ideas. Children are provided with suitable opportunities to help them make good progress across all areas of learning and development. Staff use their sound knowledge of how children learn, to plan a flexible programme of play opportunities. Children respond readily to activities and concentrate well on their chosen activities. They are keen to engage with staff who regularly praise and congratulate them on their progress and achievements thus developing their confidence and self-esteem. The children behave well; they share and play companionably together and are learning to be mindful of others' feelings. Staff use good questioning and consolidation techniques to prompt children's critical thinking and independence. Recorded observations of children are linked to the different areas of learning and staff use their observations to effectively plan the next steps in children's individual progress towards the early learning goals.

Chn are beginning to distinguish one sound from another and show an interest in play with sounds and rhymes, they are recognising rhythm in spoken words. So for example, during the music and movement class, children are asked to think of what rhymes with words such as nose and air and then tap out syllables using their musical instruments. There are lots of opportunities for children to practice their pre-writing skills but not enough opportunities for children to label their own work. Children understand that print carries meaning as they take orders in 'The

Globe Cafe', listen to stories and look at books independently. Children are confident speakers when speaking in familiar groups such as the 'Show and Tell' session when children share what they have brought with the other children. Older children count and recognise numbers in familiar context such as the days of the month, whilst younger children are beginning to count random numbers as they jump through the hoops. Children have excellent opportunities to learn about the world they live in. Children differentiate between past and present and have opportunities to use camera's, telephones and the laptop with the support of staff. When one child was asked what she uses a magnifying glass for - she stated it was for her 'to see things better'. They have opportunities to go out into the community where they have visited the local post office, posted letters in the post box and used the telephone box . They are learning about different cultures and beliefs through the celebrating of festivals such as Eid. Children drew around their hands and decorated their handprints with Henna designs. Pictures and books help children to understand about differences.

Children move freely with pleasure in a range of ways, such as running, jumping, crawling and balancing, they move confidently and safely in the large hall and confidently use a range of small and large equipment, such as scooters, balls and hoops. Older children are recognising the changes to their bodies and will access the drinking dispenser and remove clothes when they feel hot and thirsty. Children respond enthusiastically to what they see and hear, they jump to the music, lie still and stretch to the sounds they hear. Children thoroughly enjoy imaginative play for example when they prepare and cook food in the 'cafe'. Children have opportunities to create through their imagination through the use of media such as string painting and through mixing colours together.

Children learn how to keep safe as they practice fire evacuation every term. They learn about healthy lifestyles, including good hygiene procedures and independently move to the portable sink to wash their hands. Children have easy access to the water dispenser and enjoy healthy snacks. Children's behaviour is exemplary. They are kind and thoughtful toward each other and say 'please' and 'thank-you' in their context. When they hear the 'Tidy-up' song, they show a sense of responsibility by immediately moving themselves to start putting things away in their rightful place. The children are beginning to understand that people have different needs, views, cultures and beliefs. They play with a range of resources that reflect positive images of diversity including dolls and small world people which also depict positive images of disabled people. They also enjoy stories and reference books showing positive images of people from around the world. Children show a strong sense of security and belonging within the setting. They are very confident and are developing excellent relationships with adults and their peers.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met