

Start Right Montessori Nursery School

Inspection report for early years provision

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Inspection date

08/11/2010

Inspector

Gulnaz Hassan

Setting address

Christchurch Church Hall, The Green, LONDON, N14 7EG

Telephone number

020 8292 2745 or mob 079779 00473

Email

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

Start Right Montessori is a privately owned nursery. It operates from a church hall in Southgate in the London borough of Enfield. All children have access to a secure and enclosed play area. The premises are fully accessible. The setting is open on week days from 9.00am to 3.00pm during term times.

A maximum of 42 children may attend the nursery at any one time from two to five years of age. There are currently 44 children on roll. The setting is registered on the Early Years Register.

Ten staff, including the owner, work with the children. All have early years qualifications. Two members of staff hold Early childhood degrees. The nursery follows the Montessori principles and provides funded early education for three and four-year-olds. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery school provides a welcoming play environment for children where they feel valued and enjoy a real sense of belonging in the suitably inclusive setting. Children are safeguarded well and policies and procedures are well implemented by the setting to reflect their knowledge and understanding. The setting reflects on their practice effectively, noting areas for future development so that children may continue to receive high quality care and education.

What steps need to be taken to improve provision further?

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

- ensure that the systems for observing and assessing children's progress is monitored and consistent in identifying next steps for their learning and development and ensure that these are based on their interests, ensure that learning and teaching intentions are considered when planning the curriculum programme
- promote children's understanding of diversity by planning activities and experiences that encourage children to talk about, value and develop an understanding of their own and others cultures, religions, languages and backgrounds

The effectiveness of leadership and management of the early years provision

The setting is led and managed efficiently and the associated documentation provides a good framework for staff's practice. There are good procedures in place to ensure that children are safeguarded while at the nursery. The manager ensures that all staff know what to do if they have any concerns relating to child protection in addition all staff have received training in safeguarding whilst the management team have completed advanced training in this area. Annual risk assessments and daily safety checks are carried out in order to minimise potential risks to children. Outings are risk assessed in detail so that children keep safe when taking part. Staff are well qualified in first aid and, when necessary, work closely with other professionals and parents to cater for children's medical needs.

Staff are well qualified and they demonstrate commitment to attending training events in order to maintain and increase their knowledge and understanding of the Early Years Foundation Stage. They receive regular appraisals and take part in weekly meetings. The management team has completed a self assessment of the provision, showing its many strengths and also areas requiring further improvement. For example, the management team is keen to continue improving the outcomes for children, by exploring ways to further improve parental involvement in children's learning and the curriculum. In addition good progress has been made in developing practice since the last inspection. Staff are attentive to individual children and promote a largely inclusive setting. There is an appropriate range of Montessori and traditional resources to support children's learning and development in each area. Staff set out a variety of activities each day to stimulate children's interest and encourage them to explore in addition to children self selecting resources and activities. The outdoor play area is well-equipped and offers a good play environment for children. Children have an increasing awareness of the different cultures, religions and festivals in the community. In this way children learn to know about and respect the needs of others. However, there is less emphasis on promoting the backgrounds, religions and culture of the individual children who attend the setting.

The nursery has a good working partnership with parents and carers. Staff support children in their learning and development by liaising closely with other professionals and early years providers. Parents receive detailed information about the setting and are encouraged to be involved with their children's learning when talking with key workers and sharing children's learning journals and assessments. Parents often contribute to children's education by completing observation sheets. The pre-school newsletters are useful in telling parents about activities. The nursery develops close links with schools in the area and this contributes to children receiving good support at times of transition. All parents are extremely pleased with the care and education offered to their children.

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

Children make significant progress in their learning and development because staff implement a suitable system of observational assessments to move children on in their learning. Although not all observations are fully evaluated, for instance when children indicate their personal interests during an activity or discussion this information is not always used to extend children's learning further. The staff focus on particular children each week, highlighting information on the written planning sheets to ensure that children's individual learning needs are met through the planned activities. Children's overall development is monitored by charting their progress towards the early learning goals. However, the planning system in place does not fully explore and identify the learning and teaching intentions for activities. This means that staff are not always able to make the best use of questioning, language or to evaluate the activities that have taken place during the day. Children enjoy singing, sharing books and listening to stories, joining in with familiar phrases. Staff interact with children during their free-choice play to engage them in conversation and offer support. They encourage children to explore and become active learners. Children are keen to take part in activities and enjoy playing with each other.

Children are aware of their boundaries within the setting and are extremely well behaved. They respond positively to staff's instructions, sharing fairly and taking turns. They feel safe in the setting as staff supervise them closely and follow appropriate safety procedures. Children learn about ways to keep themselves safe in different situations. Children's health is promoted well through opportunities to learn about healthy eating at snack times, when they enjoy a selection of fresh fruit and snacks. When playing outside children engage in interesting play activities and enjoy the freedom to move around, running, jumping, climbing and balancing in the fresh air. Children benefit from outings in the community, for example, when visiting the library or the local shops.

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

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| 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

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|--|---|
| 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 | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| 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

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|--|---|
| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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