

Eden Montessori Nursery

Inspection report for early years provision

Unique reference number

EY407830

Inspection date

16/11/2010

Inspector

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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

Eden Montessori Nursery opened in 2010. It is privately owned and operates from two rooms with use of a kitchen, toilet and washing facilities in a church hall in High Street Kensington in the Royal Borough of Kensington and Chelsea. The nursery is accessible up four stairs leading into the building.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 15 children aged from two to under eight may attend the nursery at any one time.

The nursery is open each weekday from 9am to 3.30pm, term time only. All children share access to a secure enclosed play area.

The nursery employs five members of the staff in total. Of these, three have appropriate early years qualification. Two staff members are working towards a qualification. The nursery is affiliated to the Pre-School Learning Alliance. The nursery receives support from the Local Authority. The teaching method used is Montessori combined with children learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are warmly welcomed into the secure nursery setting by the kind staff. The staff team have a sound knowledge of children's individual care needs which helps them to support their continuing good health and welfare. Staff knowledge and understanding of children's learning needs is less secure and as a result they promote children's learning satisfactorily overall. The manager is taking positive steps to develop the partnership with parents and carers. She is yet to evaluate the setting's overall provision for children to identify its strengths and weaknesses. Despite this some worthwhile steps have already been taken to improve the outcomes for children in the few months that the provision has been in operation..

What steps need to be taken to improve provision further?

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

- ensure a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers is maintained (Documentation) 10/12/2010

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

- develop systems for the assessing children's starting points and evaluating their progress in order to inform the next stage of their learning.
- promote equality of opportunity by providing positive images and activities to challenge children's thinking and help them develop respect for equality and for differences in culture, disability, ethnicity, gender, learning difficulties and religion
- develop a robust process for ongoing self-evaluation that covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children
- carry out regular eacuation drills and record details in a fire log book of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

All members of staff are checked for suitability at the time they join the setting and new staff are accompanied by established staff until their clearances are in place. Staff members have a sound knowledge of safeguarding matters and are clear about what to do if they have a concern about the welfare of a child in their care. Up-to-date information, including referral numbers, and a clear safeguarding policy are shared with parents.

Risk assessment systems for indoors and outdoors are sound. . The staff team check the environment inside and out on a daily basis and take action to remove any items which may pose a risk to children. A written record of risk assessments is kept. Children are protected when on outings as staff conduct risk assessments before each type of outing. Children learn about safety as they are reminded how to play safely. Road safety and 'stranger danger' is also reinforced with children when on outings. Fire drills are yet to be organised with children present to familiarise them with fire evacuation procedures. The record of children's daily attendance does not include their hours of attendance. This is in breach of requirements.

The provider identifies staff training needs in order to raise their knowledge and understanding of the Early Years Foundation Stage framework. The current observation and assessment system is in its infancy and not fully embedded. The staff team are beginning to engage parents to gather information on children's starting points. Themed activities are planned to used to promote children's creativity and learning. For example children create a family tree, enact a drama of the Goldilocks story, stirring porridge in different sized bowls.

The provider is yet to carry out an evaluation of her service. She is beginning to work with early years development workers to improve the educational provision in the nursery and reflect on how well her service operates. Staff training sessions are arranged. The provider is eager to develop and improve the overall provision for children. She is keen to bring about improvements and shares her positive plans for the future with her staff at staff meetings.

A wide range of good quality toys and equipment is available for children of all ages. The toys are frequently checked to ensure they are safe and in good condition. Robust furniture and screens, shelf units on castors with open shelf units give children easy access to resources. A recent review of the toys and resources available for children of all ages has taken place and the provider has ordered new equipment to fill any identified gaps. For example, she has identified a lack of resources for information technology and the delivery of new equipment is expected in the near future.

Staff members introduce children to Montessori resources and this helps them to gain an understanding of letter shapes, mathematical shapes, size, length and number. Number games and mark making are a popular activity for many children. However, many of the observations that staff make when children are involved in activities other than Montessori tasks do not fully reflect how the identified next steps for children's learning are used to inform future planning. Therefore staff cannot be sure that planned activities help children to move onto the next stage in their development.

Partnership with parents is emerging, and not yet fully embedded. Parents are provided with a range of information about the setting via a notice board and regular newsletters. Parents speak positively about the setting and the care their children receive. Partnerships with others benefit the children, for example, the staff are beginning to work with the early years department to promote continuous improvement of the provision for children's care and learning. Furthermore, staff are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. Parents report that they are pleased with the care of their children and are pleased with their progress, especially in communication, language and literacy.

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

Children are happy to be with the staff and their friends. They learn good manners and politeness from the staff who are good role models. The staff team actively promote the development of children's independence. Staff members recognise that children have differing needs. Children move around the classroom freely, deciding what they wish to do, enjoying a high level of choice from good quality resources. Children concentrate well at purposeful, play-based activities when indoors, that cover most of the six areas of learning and support their progress. Staff plan activities but remain flexible to accommodate children's interests. The staff team has a sound awareness of how to utilise activities and how to extend and adapt the activity according to the children's interests and stage of development.

The children are developing skills that will contribute to their future economic well-being. They learn about the sounds and shapes of the letters of the alphabet and the meanings of words and they enjoy listening to stories. Children have less

chance to explore toys that wind up or toys that have batteries because these resources are somewhat limited. Staff members introduce them to numbers and counting through games and songs which include 'Going on a Bear Hunt', which they enjoy. Children also count aloud and learn about numbers, sizes and compare things in their play. They talk about colours, matching colours whenever they are offered a cup or cutlery as they are always given choice. They learn about order and working from left to right as they put puzzles together and clear up after activities.

Children who are learning English as an additional language are cared for with kindness. Staff members help them to understand through mime and patient explanation. The nursery displays some attractive images of diversity and has suitable books that reflect a range of cultures. However, there are not enough activities that are planned to help the children to learn about, respect and value the cultural background of all of the children in the nursery community.

Outings in the local community are organised to promote the children's awareness of the community. Children enjoy a trip to the local book shop to choose books and listen to stories and also a trip to the local playground to pick leaves twigs for an Autumn project.

Children learn about their personal safety, as good practice is constantly promoted. For example, children are kept safe by learning to wipe up water spilt on the floor, using child sized equipment. Children's personal development, care and understanding of a healthy lifestyle are effectively promoted. Children benefit from a wide range of healthy snacks and enjoy packed lunches provided by parents. Children learn to make healthy choices at snack time when presented with a fruit platter with a range of cut fruits. They are constantly offered water which ensures they do not get dehydrated. Children listen when staff explain to them how they will use the next classroom for physical activities and exercise. They are learning what this means and they enjoy the learning process as they kick their feet excitedly when they are told they are to throw soft balls to the 'Goldilocks the three bears'. The children are learning good practice for life as the messages they receive teach them good life skills. A hygienic nappy changing routine is used by the staff and children follow good hygiene procedures before and after meals. This ensures that children's health and welfare is promoted.

Children behave well as they are kept fully occupied. They choose resources independently and demonstrate generally good concentration willingly talking turns, sharing and aware of others needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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