

# Newpark Montessori School & Nursery

Inspection report for early years provision

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**Unique reference number**

EY344187

**Inspection date**

05/01/2011

**Inspector**

Deborah Orchard

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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**

The Newpark Montessori School and Nursery is part of a small group of three privately owned nurseries run by the Clutterbuck family. It opened in 2006 and operates from four main base rooms in a Church Hall in the London Borough of Hammersmith and Fulham. The setting is registered to care for a maximum of 82 children under eight years; of these, not more than 77 may be in the early years age group, and of these, not more than 30 may be under two years at any one time. There are currently 65 children on roll; all are within the early years age range. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am to 6.30pm for 50 weeks of the year.

All children share access to a secure enclosed outdoor play area. Children come from the local and wider community. The nursery employs 12 staff; 11 of the staff, including the manager, hold appropriate early years qualifications. One member of staff is currently working towards a suitable qualification. In addition, the nursery employs a qualified chef. The setting's educational ethos is based on the Montessori Method and the school was successfully accredited by the Montessori Evaluation and Accreditation Board.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting is run by a highly committed team who share a passion for the well being of the children attending. The staff recognise the uniqueness of each child and fully support them in making excellent progress in all areas of their learning and development. Excellent partnerships are established with parents and carers, which results in children being secure and happy. Overall the setting is very well organised to provide rich learning experiences for children attending. The management and team are very proactive, fully embracing continuous improvements to enhance the service they provide. They are clearly able to demonstrate their key strengths and areas they wish to develop.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- develop planning to increase children's opportunities to explore the natural world outdoors.

## **The effectiveness of leadership and management of the early years provision**

Children are being safeguarded as the staff have a very secure knowledge of child protection issues. A suitable policy is in place and some staff members have attended training in this area. In addition, they discuss their responsibilities during staff meetings. Regular and comprehensive risk assessments are being carried out of all areas used by children and for outings undertaken. A wide range of highly effective policies and procedures are in place and regularly updated to ensure the setting runs smoothly. Children's welfare is very well protected as staff keep all the required regarding their individual needs and personal details.

The setting is lead by a strong and highly committed team. There are clear systems for recruitment and induction. The staff receive on going support and encouragement through regular meetings, supervision, appraisals, recognition of work and training opportunities. The team provides an enabling environment for children to explore and learn. Suitable equipment and resources are readily available to allow children to make choices and meet their individual needs. Many of the resources positively reflect diversity within the community. The premises and equipment are kept clean and very well maintained. Children are able to extend their learning opportunities into the outside area. The setting has been able to identify this as an area they wish to enhance.

Excellent relationships are established with parents and carers, enabling children to receive continuity of care in the setting. Daily verbal communication is made with families and record sheets are provided, regarding babies' personal routines. Children's individual handbooks are readily available and provide sections for the parents to add their own comments and photos. Detailed progress reports are being completed and parents are invited to parents' evenings, where they can discuss these and have an opportunity to socialise with others. Parents are warmly welcome in the setting and are encouraged to share their views and knowledge of their children. The team makes films of the children's day in the setting, which they give to parents to celebrate each child's birthday. They also make films of special events, which are on display in the setting and copies are given to parents. This enables parents to gain a full insight of their children's experiences. Informative notice boards and a secure blog site and regular newsletters also support parents in being able to keep fully informed. Verbal and written feedback from the parents indicates they are very happy with the service their children receive. The setting forms strong links with other agencies, such as the local authority and local schools which helps support children's individual needs and interests.

The management and team complete a detailed written self-evaluation which they use to continually support them in enhancing their service. They make full use of any information and guidance they receive from the Local Authority, Montessori Schools Association and a privately contracted organisation to make ongoing improvements. Staff constantly evaluate their own practice as part of their appraisals and are strongly encouraged to contribute their ideas. For example, by taking part in a competition to help design the outdoor area. The dedicated team

demonstrates their commitment to driving improvement as they are keen to attend training and are extremely motivated and enthusiastic about their work. The setting has fully addressed all recommendations previously made, demonstrating their capacity to improve.

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

Children receive a great deal of attention from the warm and considerate staff, which results in them being able to feel very secure and happy in the setting. The staff have a strong knowledge and understanding of the Early Years Foundation Stage and the Montessori approach to learning. They plan and provide rich learning opportunities, which stem from children's interests. This supports children in making excellent progress in all areas of their learning and development. Each child has their own key person, who observes the children, and plans for each child taking account their interests and early learning goals. The staff maintain beautifully presented handbooks for each child in their care. These contain records of observations made, parents comments, next steps in the children's individual learning journeys and photographs. Each child has their own folder, which contains examples of their art work.

Children have a very strong sense of belonging in the setting. They are supported in being able identify their belongings as they have their own animal picture which is displayed on certain objects. They are also able to see their photos and written name. Children thoroughly enjoy their time in the setting. They spend their time purposefully engaging in their chosen activities. They have great fun as they use real objects to sort and count. They problem solve using a wide range of Montessori equipment. Children of all ages are confident and inquisitive. They proudly show their pictures and ask visitors what they are doing. Babies move with confidence finding different objects of interest and enjoy exploring the texture of the sand. Children happily select and choose new activities and carefully place resources they have finished with back on the low level shelves.

Children's behaviour is excellent; they understand the expectations of the setting and share and take turns very well. The staff act as very positive role models, which reflects in children being calm and polite to each other. They feel good about themselves as they are able to see their art work on display and receive lots of praise and encouragement from staff. They demonstrate a very good understanding of the needs of others, showing warm affection towards each other and interact well with staff.

Children participate in a wide range of activities and celebrations which reflect their own beliefs and those of others. All children are highly valued as individuals and staff pay careful attention to their individual needs and interests to plan suitable activities. Children have access to a wide range of resources which help develop their understanding of the wider world. These include small world people, books, posters and dressing up clothes. They participate in exciting activities to learn about the lives of others, for example, making igloos out of sugar cubes and

planning a trip to the fishmongers as part of their project about the Inuit culture and life in cold arctic conditions.

Children learn about the natural world as they grow and plant in the outdoor area. This is an area the setting is looking to extend. Children show concern for their pet fish and notice when one is unwell. They enjoy learning about animals from around the world by making pictures and listen to stories. Children are very confident speakers chatting in small groups and contributing at circle time. They have lots of opportunities to mark make as they select a variety of writing materials from the low level trolley. They learn about how things work and why as they use digital camera and electronic counters.

Children have a wealth of experiences which support them in developing an understanding of healthy lifestyles. They independently wash their hands and brush their teeth, using posters on the wall to help guide them. Children enjoy plenty of fresh air and exercise as they use wheeled toys and run around in the outdoor area. They enjoy yoga sessions and additional sports sessions during the week. They make regular trips to the park, where they use large apparatus. Freshly cooked meals with lots of fruit and vegetables are provided, which meet children's individual dietary requirements. This helps children adopt healthy eating patterns. Children learn how to stay safe as they wear their individual colour bands which display contact details and understand the purpose of these to keep them safe when out and to identify what they can eat. Children regularly participate in fire drills and know how to move around the setting safely. They learn to be responsible, sweeping up and picking up objects to prevent any accidents.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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

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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 |
|--------------------------------------------------------------------------------------------------|-----|