

The Oval Montessori Nursery

Inspection report for early years provision

Unique reference number

EY225655

Inspection date

05/10/2010

Inspector

Lynn Palumbo

Setting address

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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

Oval Montessori Nursery registered in 2002. It operates from a single storey building in Vauxhall Park in the London borough of Lambeth. All children share access to a secure enclosed outdoor play area. The nursery is open term time only, from 9am to 12.30pm each day, but from 9.15am to 3pm on Wednesdays and Thursdays.

A maximum of 20 children may attend the setting at any one time; there are currently 13 children on roll within the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with special educational needs and English as an additional language.

There are three members of staff and all hold appropriate Montessori diplomas.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment. Many aspects of diversity are reflected well. Children are making excellent progress in their learning and development. The management and staff team meet children's individual needs with the good quality provision they offer and the outstanding working relationship with parents. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for the children's benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation)(also applies to the Childcare Register) 20/10/2010

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

- consider making clearer links between the Montessori learning principles and achievement in relation to the Early Years Foundation Stage recorded in the children's progress records

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. The manager and staff have a good knowledge of hazards that could harm children within the provision. A record of risk assessment is in place for every area that children play, ensuring that any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date as the record does not show the children's actual times of departure. This is a breach of regulation. A range of policies, including equality of opportunities, are in place and shared with parents to ensure they are aware of the nursery's professional responsibility.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of very good quality resources within an attractive and child-friendly environment. The outdoor play area is organised so children have a range of opportunities to develop physically. In addition, children visit a wide range of recreational and educational places within the community.

The children and staff represent a wide range of cultures and everyone is treated with respect. Staff demonstrate they have valuable knowledge about children's welfare and family background; for example, they are fully aware of children's health, dietary and care requirements, such as allergies and medication requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. Staff are knowledgeable and know how to identify children with special educational needs. Specialist staff who work with the local authority, and private professionals, are welcome to visit and give advice and guidance about the best ways to offer support.

The management team has various systems in place to self-evaluate their provision. The staff's views are considered and they have identified areas for development. For example, the manager is currently purchasing equipment to support children's learning in information and communication technology. Staff work effectively with the local early year's advisor who has provided further ideas for improvement and training. The recommendation set at the previous inspection has been met.

Parents are given excellent encouragement to engage with their children's learning and development. The manager arranges consultations so that parents and key workers can share their observations of the children and become fully aware of each child's future targets. The manager has worked hard to ensure that parents know about the Montessori philosophies and the links with the Early Years Foundation Stage framework but these links are not clearly evident in children's progress records. Some parents are involved in contributing to the observation, assessment and planning cycle, which ensures that they are fully involved with

their child's learning. Parents are encouraged to take part in celebrations that reflect their culture and support the nursery with the friends of Vauxhall Park, and their involvement and support is much appreciated by the nursery.

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

The Montessori staff have an exemplary understanding of the learning and development requirements of the Early Years Foundation Stage framework. They observe children's individual learning and record their development in their records. Observations are consistently recorded for all areas of learning and take account of the level of concentration of each child, the introduction to and mastery of each activity, their social development and physical health.

Children increase their confidence and hand eye co-ordination excellently as they participate in practical life skills. They polish brass, fold and roll napkins and work through frames to affix hook and eyes, buttons and buckles. This ensures children develop a sense of order and discipline. Children develop their language very well as they work through a series of graded exercises to enrich their writing skills and vocabulary. Children sit in the book corner together as they relax with their friends. They have access to a range of fiction and non-fiction books and talk to each other about what they see in the pictures. Children have excellent opportunities to develop sensory skills, they see, feel and say numbers and sounds. This is reinforced as they confidently practise number and letter formations. A wide range of resources enable children to develop an excellent understanding of geometry. They build and compare the dimensions of pink towers and brown steps and successfully calculate the dimensions of knobbed cylinders and progress through increasingly challenging stages.

Children develop very good creative skills. They know their Montessori colours and create pictures using a variety of resources such as, paints, coloured pencils and textured materials. They learn about the rhythm and tempo of music and begin to hold a beat using a variety of instruments. Culture is widely reflected in the nursery and scientific concepts and experiments are introduced. For example, children learn about the life cycle of insects and birds. They use and enhance their sensory skills and creativity and gain a good understanding of the classifications of animals. In addition, children learn about the home lives, foods and clothing of other countries around the world.

Children are learning to adapt to a healthy lifestyle very well. They develop their physical skills as they play sports games and yoga. In the garden they ride trikes and climb on the recreational equipment. Children learn good hygiene routines as they independently wash their hands before sitting down to eat healthy snacks. Children take pleasure in sociable snack times when staff sit with them, engaging them in conversation and talking about the healthy foods they are eating. Children develop an understanding of how to stay safe as they practise fire evacuations and learn about stranger danger while walking to the library and shops. Children are developing strong self-esteem as staff listen attentively and value

their contributions; for example, staff show genuine interest as the children talk enthusiastically about their families and lives at home. Children behave very well and have a positive disposition towards sharing resources and helping each other; for instance, they calmly take responsibility when locating missing resources in the grocery area.

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	1

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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 20/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 20/10/2010