

Twinkle Stars Montessori Nursery School

Inspection report for early years provision

Unique reference number	EY414322
Inspection date	12/01/2011
Inspector	ISP Inspection

Setting address	St Edmund the King Parish Hall, Pinner Road, NORTHWOOD, Middlesex, HA6 1QS
Telephone number	07902405915
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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

Twinkle Stars Nursery opened in 2010 and it is run by a private provider. The setting operates from a church hall in Northwood in the London borough of Hillingdon. There is access to a main play hall, a smaller room, and a secure outdoor play area. The nursery provides a service for children from the local community. The setting is open each weekday from 9.00am to 3.00pm term time only. The nursery is registered to care for up to a maximum of 60 children at any one time. It is in receipt of funding for the provision of free early education to children aged three and four. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs two full-time members of staff and six part-time members of staff. Of these, all staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register. It follows Traditional and Montessori ethos of teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well into this nursery and develop a firm sense of belonging, consequently, they are achieving well in all areas of the curriculum. Overall, the daily routine meets the children's needs. Staff know the children well and collate detailed information from parents and others to ensure that children receive continuity of care and that their individual needs are well supported. As a result, children's welfare is effectively promoted. This newly established setting has effective systems in place for evaluating practice and improving outcomes for children, identifying the need to further develop the outdoor play area.

What steps need to be taken to improve provision further?

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

- plan and further develop the children's outdoor play opportunities
- improve the organisation of story, lunch and home time to maintain a smooth routine for children.

The effectiveness of leadership and management of the early years provision

This nursery is well led and managed as staff are guided by a strong manager who has a clear vision for the setting. Robust procedures are in place for the recruitment of staff, which includes criminal record checks to make sure that there are no reasons why they should not be employed to work with children. Staff have a good understanding of child protection issues and how to safeguard children.

Thorough risk assessments are carried out for the premises and outings to further promote children's safety. The necessary records are in place to underpin children's well-being, such as accident and medicine administration records. All staff hold a current first aid qualification to further promote children's welfare. The provision for promoting inclusive practice is good. Early intervention and good support of children with special educational needs and/or disabilities ensures that they make measurable gains in their learning. The nursery establishes good partnerships with others who work with the children in the provision, such as speech and language therapist, and the inclusion team in order to further guide and supplement the work of the staff. Children with English as an additional language make equally good progress because staff are multilingual and use picture clues to communicate effectively. The manager provides a good range of toys, furniture and equipment to meet the varying needs of the children attending. Partnerships with parents and carers are fully promoted. All parents are encouraged to be part of the committee where they contribute ideas to enhance nursery activities. Working Dads' have expressed a keen interest in participating in this group and the meeting times have been changed to accommodate their needs as well. There are many ways in which parents are informed about the service, for example, through newsletters, meetings, notice boards, parent evenings and daily communication books. Furthermore, each child has a learning journal, which clearly shows how they are making good progress towards the early learning goals. Good use is made of photographic evidence and samples of children's art work and early writing are kept to further demonstrate the good progress they make. During discussions with parents at the inspection, they expressed positive feedback about the care and learning opportunities their children receive. Good links are being established with the local receiving schools, which enables children to have a smooth transition into school.

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

Children have a strong sense of belonging at this nursery. When they first start, they take home a felt square on which to stick photos of themselves and their families, their favourite toys and foods. They complete this activity with their parents and return it to nursery to be sewn together with their friends to make a quilt. Each child is allocated a key person who is responsible for overseeing their welfare and learning. A picture of each child's development clearly emerges through staffs' thorough planning, observation and assessment records.

Staff focus daily attention on key skills, such as listening with understanding, speaking clearly, early literacy and numeracy. Children select their own resources, which helps them to build their confidence and self-motivation. Overall, children concentrate well in most activities, although, the organisation of story, lunch and home time is not effective in maintaining a smooth routine for children.

Children are developing a good awareness of multicultural Britain as they celebrate various festivals, such as Diwali and Eid. A range of activities, toys and resources help children to appreciate difference, for example, dressing up clothes, dolls and

puzzles. The curriculum is further enriched by visiting teachers delivering music, gym, computer and French sessions. In addition, children enjoy visits and activities to enhance their knowledge and understanding of the world, for example, to the farm. Staff are raising children's awareness of the importance of caring about the future of their environment as they recycle paper and boxes. They are learning about those less fortunate than themselves as they fund raise for different events, such as, 'Children in Need'

Children are exploring and investigating as they mix paints together, observe ice melting and a special liquid turning in to jelly. They are increasing their understanding of technology as they use cash tills, telephones and computer. Children learn to use a range of tools with great skill, for instance, as they use tongs to pick up small pieces of pasta and brushes to polish shoes. Their positive experiences are helping them to develop an enthusiasm for continuous learning in the future.

Children are developing a good understanding of why it is important to lead healthy lives. Good hygiene procedures are encouraged; children know when they must wash their hands, for instance, before snack time. More able children make decisions about when they want their snack and younger children have an organised snack time. Parents are required to provide packed lunches for their children if they stay for the afternoon session and they can donate fruit for snack times.

Children enjoy fresh air and exercise as develop control over their bodies as they participate in gym, use a variety of equipment, steer and ride tricycles. However, the outdoor play area is not yet fully developed to promote all areas of learning. Children are learning to take responsibility for their own safety, for instance, as they partake in fire drills and are reminded to hold scissors like, 'A bunch of flowers'. Children are well behaved because staff are calm and gently spoken, and the children know what behaviour is expected of them. The kind and enthusiastic staff work well as a team to promote good outcomes for children.

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	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

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	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

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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