

Barley Lane Montessori Day Nursery

Inspection report for early years provision

Unique reference number EY410007
Inspection date 11/01/2011
Inspector Natasha Parsons

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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

Barley Lane Montessori Day Nursery is privately owned and managed. It opened in 2006 and re-registered under new ownership in 2010. The setting operates from a converted house in Redbridge within walking distance of the station and King George hospital. A ramp to the building means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities.

A maximum of 54 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 07:00 am to 07:00 pm throughout the year. The Day Nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery takes children from the local community. There are 67 children on roll and 23 children are funded, the setting has an extensive waiting list.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The leadership and management of the setting is superb, the manager is dedicated to ensuring the provision always meets children's and families' needs. Outstanding knowledge of each child ensures overall that children's welfare and learning needs are exceptionally met. Children are kept safe, secure and have formed highly effective relationships with staff and their peers. The exceptional partnership with parents ensures the needs of all children are met and children make overall excellent progress, given their age, ability and starting points.

High quality self-evaluation undertaken by the provider ensures that priorities for development are identified and meticulously responded to, resulting in provision that enthusiastically responds to user needs.

What steps need to be taken to improve provision further?

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

- provide children with continuous access throughout the day to the larger section of the outside play area.

The effectiveness of leadership and management of the early years provision

Safeguarding requirements are very well met. The practitioner's excellent safeguarding knowledge, their clear understanding about their role, and the highly effective reporting systems when concerned both safeguards and protects children.

Children's safety is of utmost importance; they are closely supervised and monitored within the setting. The premises are well organised and maintained, with high importance placed on ensuring hazards are minimised, supported by highly effective risk assessments, policies and procedures are of a high standard and further support children's safety and well-being.

Children and families are valued for their individuality, and the setting is seen as an important community group. Children learn about diversity because of the high quality equipment and resources and the celebration of different festivals. Partnership with parents is highly effective and is a key feature of the setting; parents' input is highly valued, they are consulted and heard and their role in children's learning and development is well understood. Management and staff are highly knowledgeable about children's home lives, their family backgrounds and compositions resulting in children feeling included and extremely valued as individuals. This is further supported with the comprehensive information that is made available to parents through regular newsletters, parents meetings, notices and signs displayed within the setting. Management is mindful of the pressures parents can experience and take exceptional measures to support them, for instance, providing weekend training workshops and providing after school care as requested for children who have previously attended the setting. Parents are represented in the independent parents committee; who regularly visit the setting, make suggestions, requests which management implement significantly enhancing children's and families' experiences. The management team are highly motivated and engaged to work with outside agencies to both support their setting's ongoing development and are currently involved in sharing their expertise with other borough settings.

The staff team are well supported and valued, resulting in a stable and committed team with very few staff changes. They enjoy their work and the time they spend in the setting. Meticulous recruitment, and induction procedures ensures new staff are suitable and knowledgeable about the provision. All staff members are qualified, with some working to a higher level; their professional development is promoted by the many in-house and outside training opportunities. The deployment of staff further supports this with junior staff being placed with senior members to support their ongoing learning and development.

The manager, who is also the provider, is very motivated and dedicated about ensuring the setting is highly effective in meeting children's individual learning and development needs. She goes over and above what is required and is always seeking to enhance systems to further improve outcomes for children. She understands and values the importance of reflective practice and alongside ongoing evaluation this further drives improvement and practice.

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

Children make excellent progress towards their early learning goals in relation to their starting points and capabilities. Children are cared for in key groups and have

formed highly effective relationships with their key worker as well as other staff members. Base rooms are well organised and planned to meet the needs of the different age groups. Key workers support children with the transition from one base room to another and this is further supported with detailed transition plans and with parental consultation.

The setting is well resourced with a range of materials and activities. Staff work at children's level and recognise when activities need to be changed to reflect children's interests. Babies and young children play with a good range of brightly coloured age appropriate toys and have access to a soft play area; they explore and move with confidence. There are plenty of opportunities for them to develop their motor skills as they crawl, pull themselves up to stand using furniture and to interact with their key worker. When they are held close this helps them to feel safe and nurtured.

Children have lots of opportunities to practice their language skills and are hearing language with the use of background music, the singing of rhythms and staff interaction with them when engaged in activities, when they ask meaningful questions and make observations. Children chat as they eat their meal and are respectful of others' views and feelings. Children's language development is further supported and valued by the range of community languages staff members speak within the setting.

A well resourced and organised outside play area further supports children's ongoing development in all areas. The outside space is set up to complement the indoors and enables children to move freely as they ride bikes, scooters, play in the house, and with sand and water. The ongoing opportunity to play outdoors provides children with fresh air promoting a healthy lifestyle. Children have access to the smaller outside areas at all times and in all weathers, the larger area was not always used and the setting is committed to addressing this.

Meal times are relaxed with children leaving the table when finished, enabling slower eaters to finish their meal at their own pace. Children self-select activities and work cooperatively as they build train tracks and play with construction engines. Children's behaviour is very good - they are learning to be self-governing when they independently manage disagreements and remind each other about being kind; children value their success and share them with their peers and adults.

Children's health is protected and promoted; Staff practice excellent hygiene practices which prevents the risk of infection. Staff implement comprehensive nappy changing procedures and children have individual beds and bedding; disposable bibs prevent children's clothing from becoming soiled. An extensive rotating menu provides children with a healthy and balanced nutritious diet; the food is cooked daily from scratch, and effort is made to ensure the food is tasty and enjoyed. Older children confidently serve themselves and enjoy additional helpings to satisfy their individual appetites, food is pureed for younger children and staff are very aware of children's individual dietary needs which further protects them.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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