

Phoenix Montessori Nursery

Inspection report for early years provision

| | |
|--------------------------------|------------------------------------|
| Unique reference number | 144633 |
| Inspection date | 03/02/2011 |
| Inspector | Gulnaz Hassan |
| Setting address | 27 Stamford Hill, London, N16 5TN |
| Telephone number | 020 8880 2550 |
| Email | Phoenixn16@yahoo.co.uk |
| Type of setting | Childcare on non-domestic premises |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Phoenix Montessori Nursery is a private nursery owned by one individual. It opened in 1991 and operates from a converted house. Children currently have access to three rooms situated in the basement, ground floor and first floor. Children also have access to an enclosed outdoor play area. The premises are accessed via a flight of stairs. The nursery is in Stamford Hill in the London Borough of Hackney. It is open each weekday from 8.00am to 6.00pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 42 children aged from birth to under five years on roll, some in part-time places. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, all of whom hold early years qualifications to at least level 2. The manager holds a level 4 qualification. The setting operates in line with the Montessori educational philosophy and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are making overall good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity well. However the setting has not ensured that children are fully safeguarded. Information relating to the security and collection of children from the premises is not confidential. This is a breach of requirement. The setting has good plans in place for continuous improvement. They work closely with the local authority advisory teacher and they have made good progress since the last inspection.

What steps need to be taken to improve provision further?

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

- take necessary steps to safeguard and promote the welfare of children (this is in relation to the accessibility of confidential security information)
- 04/03/2011

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

- develop the systems in place so that the next steps in children's learning are

clearly identified and followed through

The effectiveness of leadership and management of the early years provision

The systems in place to safeguard children are mostly good. However confidential information about children's security passwords are on display and fully accessible leaving children at risk. The setting has not taken prompt action to remove confidential information relating to passwords words necessary to ensure the safe collection of children. This is a breach of requirement. The risk assessments are generally robust. For instance the premises, outdoor area and outings are fully risk assessed. The management and staff demonstrate a clear understanding of child protection issues and procedures. All staff have attended training to enhance their knowledge of safeguarding. The systems in place to promote children's good health and well-being, for instance hygiene procedures, are secure and rigorous. All documentation required to promote the safe and effective management of the setting is in place, fully inclusive, well organised and in most cases confidentially stored.

The nursery has evaluated and reflected critically on most areas of their learning and development. This has ensured good outcomes for children's learning and development. They have fully identified most areas for improvement that relate to the welfare requirements.

The nursery provides children with a stimulating and inclusive environment. A wide range of good quality toys, play materials and activities are provided in shelves around each room and in accessible storage boxes. This enables children to become confident and begin to develop their independence as they select toys, resources and activities for themselves.

Communication with parents about children's wellbeing and activities takes place, on a daily basis. There are good systems in place to enable parents to discuss children's learning and achievements in full detail. Parents and carers are fully involved in their children's learning and development; they contribute to observations and engage effectively in extending children's learning at home. Information about children's starting points is effectively gathered on a regular basis further helping to enhance children's learning and to determine their home interests. Parents receive good information about the Early Years Foundation Stage in the form of displays and letters. The nursery has good links with other providers, ensuring a good exchange of information between settings.

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

Children are making good progress towards the early learning goals and they show good attitudes to learning. The planning for learning and development is clearly based on the areas of learning and teaching is consistently good in all group rooms and age groups. Children are offered a wide range of stimulating and varied

experiences that are differentiated to meet their individual developmental needs. In addition to a wide range of planned activities, children enjoy initiating their own play, for instance in the imaginatively resourced home corners and sensory areas. This means that children are further supported by the good range of easily accessible play materials and resources available in the well considered and planned setting. However an emphasis on tidying up means that children's often have to break up and put away activities that they have enjoyed making, for instance with building bricks. There are generally good systems in place to observe and document children's progress and capabilities; these include evaluations that are at times general and there is less evidence that next steps are followed through. The development of children's future skills and economic wellbeing is promoted well. Children have regular access to computers and mechanical toys throughout the setting. Children's Communication, Language and Literacy and their number and counting skills are particularly well developed. The staff know children well and there are good relationships so that children demonstrate good levels of confidence and self-esteem.

The systems in place to generate regular and planned discussion and understanding of diversity, differences, similarities and the wider community are good. Children have access to a wide range of resources and play materials that reflect aspects of diversity, different cultures and disability. Children's own cultures and backgrounds are effectively reflected in the resources and materials available.

The setting demonstrates mostly good levels of commitment to promoting children's understanding of health and safety. Risks and hazards are discussed with children and they benefit from visitors such as the local police officer who helps to support their sense of safety. Standards of hygiene at the setting are fully effective in avoiding the risk of cross infection, for instance there are good systems in place to support effective nappy changing and hand washing procedures. Children independently visit the toilet and wash their hands appropriately. Children enjoy physical exercise and outdoor play as they play in the well equipped garden. Children behave well and staff demonstrate effective methods for managing children's behaviour.

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 | 3 |
| 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 |
|--|---|

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 | 3 |
| 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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 |
|--|-----|