

Bethnal Green Montessori School

Inspection report for early years provision

Unique reference number	119550
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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

Bethnal Green Montessori School is owned by a private individual. It opened in 1999 and operates from a ground level main site and a smaller nearby annexe. Children have access to an enclosed outdoor play area. The school is in Bethnal Green in the London Borough of Tower Hamlets. It is open Monday to Thursday from 8.45am to 3pm and on Fridays from 8.45 to 12pm. The setting operates during term time only.

The school is registered on the Early Years Register. A maximum of 40 children may attend school at any one time. There are currently 53 children aged from two to under five years on roll, some in part-time places. The school is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The school has a number of children with learning difficulties and/or disabilities.

There are nine members of staff, all of whom hold early years and Montessori qualifications to level 3 and 4. Four staff hold degree level qualifications. The school also employs a number of support staff. 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 outstanding.

Children make excellent progress in their learning and development and they demonstrate an eagerness to attend the setting. The setting is led by a dedicated management team who inspire their staff and in turn is supported by a committed and high achieving staff team. Together they have developed deep and far reaching knowledge of each child's needs and, as a result, they have successfully promoted children's welfare and learning to an outstanding level. An extensive form of self-evaluation is carried out in consultation with staff, children, parents and carers as well as with outside professionals. The setting has set and met actions over and above those requested at their last inspection. This means that all of the priorities for development have been identified and acted upon and they continue to seek ways to further improve the service offered to the children and their families.

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 further ways to enable parental contributions to children's learning and development.

The effectiveness of leadership and management of the early years provision

All major aspects of the steps taken to safeguard children are exemplary. The risk assessments in place are extensive and every journey and outing is rigorously assessed for safety. Individual staff's knowledge and understanding of child protection issues and procedures is excellent and this is matched by the training programmes and the extensive policies and procedures in place which further safeguard children and support staff. There are commendable systems in place that promote children's good health and well-being, including steps taken to prevent the spread of infection and disease. The record keeping and documentation that is required for the safe and efficient management of the setting's organisation, is extensive, very well maintained and regularly reviewed and updated. Systems to monitor the suitability of staff, students and volunteers are robust as all adults are checked and records verified.

The management team, staff and parents work together to actively identify and drive forward improvements. The school offers an inclusive setting committed to high quality care and education that meets children's individual welfare and learning needs very well, and works closely with parents to do so. They demonstrate a strong capacity to continually improve the service and drive improvement through evaluating practices and completing the self-evaluation processes in order to identify areas of strength and areas for improvement. The previous recommendations have been very effectively acted upon, supporting the drive for excellence and improving outcomes for children. Teamwork is excellent due to good communication and frequent appraisals to discuss training and development needs. Staff are well supported to attend ongoing training to increase their knowledge and skills.

Promoting equality and diversity is embedded in staff practice. For instance, the excellent observation systems in place ensure that children's special needs are promptly and effectively identified. The unique educational programmes support children's learning about diversity in meaningful ways. For instance, celebration of the Chinese New Year is extended into learning about China, its people and its culture. Resources are deployed effectively ensuring children have access to activities that promote all aspects of the Early Years Foundation Stage and the Montessori curriculum, while being effectively supported by staff.

All aspects of working in partnerships with parents are excellent. A daily two way flow of verbal and documented information about children is shared. There are excellent systems that ensure parents work in partnership with the setting to extend and develop aspects of children's health, welfare and learning. For instance, parents are currently engaged in supporting physical activities during the weekends, whilst parental expertise is obtained to support healthy eating initiatives within the setting. Pertinent information about children's starting points and developing interests is gathered and used to inform children's individual plans and goals for learning. Regular formal and informal meetings, such as open mornings and afternoon tea sessions, enable parents and carers to review and discuss

children's progress and learning and to contribute ideas to the setting. Following recent training the setting has identified that they would like to further enhance parental involvement in key aspects of children's learning. The nursery has established exceptionally strong systems to support transitions between settings, with a comprehensive and informative record of children's progress and achievements compiled for other settings.

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

Children are happy to attend the setting and enjoy learning in a safe and nurturing environment. They make excellent progress in relation to their starting points and are confident and enthusiastic learners. They make their own decisions about learning and this enables them to follow their own interests. The setting provides an excellent programme of well organised activities covering the Montessori curriculum, with clear links to the Early Years Foundation Stage. A single activity from start to finish, such as baking, polishing copper, arranging flowers or preparing snacks ensures that children achieve the highest outcomes in their learning and development and reflects all areas of learning. Children have access to a very good range of resources, play materials and books that reflect diversity, different cultures and disability. There are very good systems in place to ensure regular and planned discussions with the children. They access activities and experiences that promote understanding of their own and other's backgrounds and origin. In addition, children learn to respect and value the diverse community they live in. Children are exceptionally well settled, confident and they frequently demonstrate very good levels of independence, security and well-being in the care of the staff.

The staff implement an excellent system of observation and planning. For instance, staff observe children on a daily basis and maintain detailed records of their achievements and progress. These records are used to identify next steps in learning for individual children and are also used effectively to guide planning. Children's peer support and engagement with each other is a unique and key strength of the setting. Children engage with each other in learning and discovery, for instance two children use a magnifying glass to examine a selection of leaves and cones, and they look through a book to identify the plants before they decide that they are similar but not the same. Another child collects eggs from the chicken shed and rinses the eggs and washes her hands before independently commencing with her baking activity. Staff are accomplished at knowing when and how to interact with the children, offering support and excellent questioning to develop the children's knowledge and understanding.. In addition, their ability to adapt practice in order to take account of children with specific needs is exceptional, they are flexible and inclusive, ensuring all children progress at their pace and level of ability. Children learn about technology in a valuable and purposeful way, for instance, children view order sheets and learn about how their resources are ordered and delivered. Children created their own nativity programme researching images, scanning pictures and helping to publish the programme. Children's literary and number skills are very advanced, they recognise and know the sounds

of letters, with many children able to read and enjoy books well before the end of the Early Years Foundation Stage.

Children develop an extremely good appreciation of a healthy lifestyle and enjoy playing in the fresh air as part of a healthy lifestyle. This has recently been reinforced through the setting joining the 'Change 4 Life' programme which has fully extended all aspects of children's health and well-being. They enjoy the use of the garden and visit parks and open spaces as part of the planned routine. Staff create indoor space and plan indoor activities, when it is raining, to further challenge children's physical development.

The staff demonstrate rigorous levels of commitment and dedication to promoting children's understanding of being healthy and safe. For instance, written reminders in the bathroom and vigilant staff communication help to remind children about hygiene procedures and processes that can help prevent ill health and minimise the spread of infection. Risks and hazards are sensitively discussed with children so they learn about manageable risks, such as using knives and equipment correctly and making choices about safety and behaviour that will lead to good outcomes. Children learn how to keep themselves safe as they engage in activities and move around the setting following the good practice demonstrated by the staff and children who have been attending for a while. For, example, they learn how to carry a broom correctly to avoid hurting others.

Children enjoy healthy and nutritious snacks that are provided by parents and the setting. They learn how healthy foods contribute to good health through the food and snacks they prepare themselves, such as fresh vegetables and fruit and cream cheese wraps.. Children know why it is good for their bodies to exercise and spend time outdoors in the fresh air. They behave very well; they share and take turns, children are encouraged to think about their behaviour and to make choices that will not hurt others either physically or verbally. There are excellent systems in place to manage children's behaviour. For instance, consistency of practice and good communication between home and the school have a positive impact on 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?	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

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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

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