

Oakfield Montessori Day Nursery

Inspection report for early years provision

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Inspector	Jennifer Liverpool
Setting address	27 Heath Park Road, Gidea Park, Romford, Essex, RM2 5UB
Telephone number	01708 438180
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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*.

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Description of the setting

Oakfield Montessori Day Nursery is a privately owned nursery. It opened in 1991 and is situated in a residential area of Gidea Park, in the London Borough of Havering. The nursery is open from 8.00am to 6.00pm for 48 weeks of the year. Children come from a wide catchment area, as many parents travel into the area for work. The nursery premises consist of a converted house with four classrooms in total, two of which are located on the first floor of the premises. There is an enclosed outdoor play area. Montessori teaching methods and equipment are used throughout the nursery.

A maximum of 36 children in the early years age group may attend the nursery at any one time. They are registered on the Early Years Register. The nursery currently supports children with special educational needs. There are currently 53 children aged from two to four years on roll. Of these, 31 children receive funding for nursery education.

The owner employs a qualified manager to be responsible for the day to day running of the nursery. In addition there are nine staff who work directly with the children, all of whom are qualified to National Vocational Qualification Level 2 or 3 and one staff member hold a degree in Early Childhood Studies. Oakfield Montessori Day Nursery has been accredited by the Quality Mark for early years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's good knowledge and understanding of the Early Years Foundation Stage learning and development requirements ensure that all children are making good progress at their own pace towards the early learning goals. Children's welfare is promoted and although an aspect of record keeping does not fully meet with requirements, children's safety still remains a priority at this setting. Successful partnerships have been established with parents who are fully involved in their children's care and learning. Equality and diversity is encouraging, ensuring that the setting meets the wide ranging needs of the children that attends. Accurate monitoring and evaluation processes aid the continual improvements to the quality of care and learning for children.

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 risk assessment includes the date of review and any actions taken following a

07/03/2011

review (Documentation)

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

- provide suitable disposal facilities in order that used tissues and hand paper towels can be safely disposed to prevent the spread of germs and maintain children's good health.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as staff have a good understanding of child protection issues and know what action to take if they have concerns about a child in their care. Access to the setting is controlled effectively; all visitors are monitored when on the premises and systems are in place for the safe arrival and departure of the children. Regular risk assessments indoors and outdoors enable staff to address potential hazards, which means that children can play and explore without danger. All records for the safe and effective management of the children are in place and generally well maintained. However, the record of the risk assessments does not show the review date, which is a specific requirement. The management have had recent training to update their knowledge in safer recruitment and consequently there are effective recruitment procedures in place. This means that suitable persons look after children. A number of staff hold up to date first aid qualifications, which ensures children receive appropriate care if they have an accident.

Resources are deployed well and support children's care, learning and development. There is a broad variety of play materials and equipment, all in good condition and developmentally appropriate for the children. The key person system enables children to build strong relationships with a significant person in the setting. Also key persons are able to staff to properly understand and meet individual children's needs. The setting has successful working relations with the parents that enable purposeful exchange of information between them right from the start of the child's placement. Staff communicate with parents in a variety of ways that includes, daily diaries; news letters and information notice boards, displays of children's work and formal meetings to discuss and plan children's future learning. There are good systems in place to support children who have additional needs. Close liaison with parents and outside agencies ensures all children needs are well planned for through individual educational plans. Also partnerships with other providers are good as staff regularly work with schools to prepare children for transition from nursery to schools. Equality and diversity is encouraging in this setting. Activities are adapted so that all children can participate in the wide range of activities and at their own pace. Children gain an understanding of the wider world through discussion, activities and non-stereotypical resources and visual aids.

Staff work cooperatively as a team and clear communication, training and guidance enables them to provide and promoting the learning and developmental needs of

all children. The setting has successfully addressed the recommendations raised at the last inspection and the improved methods of observational assessments enable children to make good progress towards the early learning goals. Regular monitoring and accurate assessments of the provision together with staff's and parents input helps to ensure continual improvements in the outcome for children.

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

Children settle quickly when they are new because the effective settling-in process allows key persons to obtain full knowledge of individual children with the support of parents at the initial assessment meeting. This information is used to help staff to accommodate the children and build on what they already know. Regular and comprehensive observation and assessments reflects children's individual learning and developmental needs. It is linked to planning and all children's learning and extended and challenged. Activity plans indicates how staff differentiate from younger to older children to ensure effective learning takes place. Children's contribution is highly valued in this setting. Staff create vast opportunities for children to share their views and ideas. They are able to take part in choosing activities and games that they wish to play with on a daily basis, which is fed into the weekly activity plans. Subsequently children are motivated to learn and they take great pride in what they do.

Children are forming good relationships with adults and children as they engage in activities. They are learning to speak confidently during group situations and listen attentively to each other. During circle time a teddy bear is passed around and on receiving it children know that it is their turn to talk, and their peers understand that they listen to the child holding the bear. Children are learning to show respect for each other. They are aware of what is expected of them and their behaviour is good. Children's independence is fostered very well as they use the bathroom independently, put on their coats to go outside and help to tidy up without being prompted. In addition to this, each day a child is nominated to become the 'helper' of the day where they take on responsibilities and play a part in the setting. Younger children are supported to learn important social skills such as, sharing and taking turns during daily routines and games. Older children cooperate well with each other in pairs and in small groups. For example, children negotiated with each other where to link the bridge onto the train track and whose turn it will be to ride the tricycles when playing outdoors. Writing tools are readily available for children indoors and outdoors. Young children make symbols and marks using chalk, crayons and paint. Some older children are able to write their names using upper case letters at the beginning of their name.

Children play outside and extend their physical skills on a daily basis. Children are competent when using scooters, tricycles and pushing child size buggies. They demonstrate spatial awareness as they manoeuvre around each other. Improvements have been made to the planning of the menu since the last inspection and consequently children benefit from nutritious meals that are cooked on the premises. Photographic displays shows that children have been taken out

on shopping trips to choose and buy fresh fruits for snack time. This means that children are provided with opportunities to recognise foods that are good for them. Children have access to fresh drinking water each day which they can help themselves to. This encourages children to look after their personal needs. Older children automatically wash their hands after visiting the toilet and understand why they need to. However, bins with no lids on them in the bathroom and classrooms means that children can easily access used tissues and hand paper towels.

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	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	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	1
The extent to which children develop skills for the future	2

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