

Inspirations Montessori Nursery School

Inspection report for early years provision

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Inspector

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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

The Partnership of Inspirations Montessori Nursery School was registered in 2007. The nursery school operates from Enfield Cricket Club. The setting is registered to care for a maximum of 26 children at any one time. There are currently 64 children on roll in the early years age range; 28 receive the nursery education grant. The setting is open Monday to Friday from 9:00am until 12:00pm, from 12:30pm until 3:30pm and from 9.00am to 3:30pm. There are five members of staff, who all hold appropriate childcare qualifications and undertaken Montessori training. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children play in a well planned and enabling environment that allows them to freely access a wide range of activities and experiences. The nursery have clear systems in place that allow staff to build a secure knowledge of each child's learning and welfare needs. Safety and security are well supported through good on-going systems and appropriate levels of supervision. The nursery staff have very good partnerships with parents to ensure children feel well settled and secure in the nursery. The staff are a motivated and committed team who make positive use of self evaluation and reflective practice to ensure continuous improvement. Planning for children's next steps are not consistently meeting individual interests well.

What steps need to be taken to improve provision further?

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

- further develop the next steps in children's individual learning journey records to link to children's individual interests
- develop the risk assessments to include the name of the person who carries out the annual check
- ensure all policies and procedures show accurate links to the EYFS statutory framework.

The effectiveness of leadership and management of the early years provision

The management team work successfully with the staff to develop and implement a clear vision for the nursery. Secure systems are in place to ensure all staff are appropriately checked and vetted and good security is maintained. The nursery has clear safeguarding children procedures in place that are in line with Local

Safeguarding Children Board guidelines. Annual risk assessments are carried out for all areas and daily checks ensure ongoing safety is well maintained. The daily risk assessments show who carried out the checks but this system is not used for the annual check. The staff team use good systems to ensure that the arrival and collection of all children is closely monitored and recorded. All required documentation and records are in place to support the on-going care of children in the nursery. This includes a range of policies and procedures and children's information records. Some policies and procedures do not show accurate links to the Early Years Foundation Stage statutory framework.

The management team's well organised systems enable them to use information gathered from parents, staff and children to evaluate the range of activities and experiences and to develop the use of the self evaluation form. This enables the accurate identification of the strengths and weaknesses of the setting and supports the continuous plans for improvement. This is a well qualified and experienced team who demonstrate good levels of commitment to ongoing development. The effective deployment of all resources including the staff is successful in supporting and promoting children's individual needs. The well planned and flexible daily routines ensure children are able to develop high levels of independence in their play and personal care.

The nursery successfully engages with parents to support the staff team in meeting children's individual needs. A parent's handbook provides information about the setting and the Montessori methods. A regular newsletter provides information about activities and events and the nursery arrange regular outings with parents. A parent's day was held to allow key-workers to share children's learning journey records and discuss progress. Feedback from this is very positive and shows that the staff have engaged well with parents. There are clear systems for gathering information about children's starting points which allow the nursery team to effectively build on what children already know. The nursery supports children's ongoing learning and development needs and ensures that they value the diverse cultures within their setting. They are successful in meeting the needs of children of different ages and recognise the need to provide appropriate play opportunities for boys and girls. Systems are in place to develop partnerships with local schools and the nursery has good networks with other settings in their local area.

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

Children are well settled, confident and secure in the nursery's comfortable and relaxed environment. Staff's interaction with the children is used to effectively support learning at all planned and naturally occurring situations and they provide a good balance of child led and adult focused activities. Daily routines are flexible and successfully allow children to freely choose activities and resources. During the inspection children are playing in the garden; staff carefully monitor the area to support safety and maintain security. Children are digging in the earth with tools and planting, they talk about what the flowers need to grow and the member of

staff extends this by encouraging children to count how many pots they have and name the colours of the pots. Children are using good imaginative skills, they sit in a large box which is their boat. They shout out that the crocodiles are coming and say they have to row away. Inside, the nursery a room is set out to provide children with good access to a wide range of toys, equipment and resources including Montessori resources and materials. Using Montessori methods children are encouraged to select toys, equipment and resources themselves and to put the equipment away when they have completed a task or finished playing.

The children come in to the nursery room from the garden. The atmosphere is buzzing with enthusiasm as the children choose different activities. At the small world doll house children are creating and developing a complex game. This involves them in using imaginative skills to invent characters and situations in the game. Children play well together and the play moves flexibly from the small world area to the role play area. At the train track boys organise sharing and co-operate to build the train track. There is little verbal communication but they work very well together to develop their play. There is a café style snack and the children go to wash hands and then help themselves to a bowl and spoon in their fruit from the serving bowl. Children's independence is well supported at snack time which they organise well with good sharing and turn taking. Children can sit at the snack table or take snack back to their activity. Milk and water are available in small jugs for children to pour themselves.

Children are lively, enthusiastic and animated at play; they are busy and play purposefully. Children are well behaved and carefully supported by free choice and an abundance of free play time. Staff clearly know the children well, there is a good adult/child ratio allowing appropriate levels of support. However the staff are confident to stand back and allow children to develop play independently while observing them. The nursery staff use a range of observations and assessments to gather information for children's learning journeys. The learning journey books contain a range of observations of specific activities and experiences. The observations show the focus of the activity with clear and accurate links to the early learning goals. Some of the children's learning journey records show details of planning for individual next steps but this section is not used consistently and there are not always a clear link to children's interests. Key-workers are able to accurately identify children's achievements and any areas in which they need support. The staff have enthusiastically embraced the Early Years Foundation Stage and developed systems in line with the Montessori methods that ensure children feel secure to travel along their unique learning journeys. Children in this setting are clearly nurtured and supported to develop their skills to become purposeful learners and to gain skills for the future.

Children are carefully supported to learn good hygiene skills through the use of clear hygiene routines. Snacks and packed lunches provide healthy choices for children which includes fruit. Detailed information about any special dietary restriction is collected at admission to ensure children's individual dietary needs are met. Daily outdoor play supports children to develop healthy lifestyles and there are clear policies and procedures in place for preventing the spread of infection.

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

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|--|---|
| 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

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|--|---|
| 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

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| 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

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