

# The Village Montessori

Inspection report for early years provision

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**Unique reference number** EY348344  
**Inspection date** 18/03/2011  
**Inspector** Justine George

**Setting address** Kingswood Halls, Kingswood Place, London, SE13 5BU

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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 Village Montessori Nursery was established in 1981, and was re-registered under its present owner in 2007. It operates from premises which were once a church hall and are now used as a community centre. The nursery has sole use of a small hall and an adjoining room for main activities, together with toilet facilities. The large community hall is also used for some planned activities. There is an outdoor play area which is used every day and accessed directly from the small hall. The nursery runs two sessions each weekday from 9am to 12.15pm and 1pm to 4.15pm for 38 weeks of the year. The nursery serves the families from the local community.

The nursery operates according to the philosophy and practice of Dr. Maria Montessori. Four staff work directly with the children all of whom hold recognised childcare qualifications including the Montessori teaching qualification.

The nursery is registered to care for a maximum of 24 children at any one time. There are 48 children on roll. The setting receives nursery education funding for three and four-year-olds. The nursery supports children with disabilities and/or learning difficulties and a number of children who speak English as an additional language.

The nursery has regular support from a special educational needs teacher and an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and Montessori in-house training. The nursery has also received the Montessori Evaluation Accreditation Board status. 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 outstanding.

Staff create an environment where children truly flourish in their learning and development in addition to family life. Staff have high standards and expectations of children and themselves where they set challenging and realistic goals to ensure success. Staff have excellent knowledge of children's individual needs and how they learn. Wonderful experiences are planned which stem from children's interests, providing them with excellent skills for the future. The staff team are extremely dedicated, enthusiastic and committed towards driving improvement where they have maintained their outstanding grade.

## **What steps need to be taken to improve provision further?**

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

- consider using pictures to indicate where things are kept and to further encourage children to work out where things belong
- improve further the systems for responding appropriately to any accidents children may encounter outside the setting. For example, by documenting the responses that have been discussed with relevant people

## **The effectiveness of leadership and management of the early years provision**

Children's safety and welfare is of high regard. Robust recruitment procedures are in place to ensure staff's suitability in working with children. The environment is safe and secure whereby the required risk assessments identify and minimise hazards. In the event that a child has an accident, they are well protected as a high ratio of the staff team has kept their first aid knowledge up-to-date first. All accidents are recorded and shared with parents. Staff also record accidents that occur outside the setting which are discussed with parents. Although such discussions are not recorded to fully ensure consistency in promoting children's safety and welfare. Leadership and management are very strong. This is because all staff have high expectations of each others, therefore, staff deployment is incredibly effective. This has a positive impact for children as they are very well supported and they make excellent progress in their learning and development. In addition, the team work closely together. As a result information is shared and fully understood to ensure the smooth and efficient running of the setting. For example, staff have sound knowledge of safeguarding child protection issues. In the event of any concerns, staff know to inform the designated child protection person or they follow the correct referral procedures of informing local statutory children's services agencies and Ofsted. Staff also know where to access relevant information to ensure children's welfare and safety.

Partnership with parents is excellent. All the required information is in place which includes contact details, children's health needs and written consent for staff to seek emergency medical advice or treatment for children, as required. Although registration forms need updating to reflect the different family structures children come from to fully promote their identity. Staff seek excellent information from parents when children first start at the setting. This enables staff to plan an environment that promotes equality and diversity as well as rich learning experiences that is suited to the needs of children. Parent's presence in the setting is very much a part of everyday life. They are fully involved in settling their child into the provision and they regularly stay for the sharing of news at the beginning of the session. This provides parents with a good insight as to how children spend their time in the setting and engage with the different activities. Parents receive excellent information about the setting and their child on a regular basis through verbal and written communication, meetings and specific events, for example, planting day. As a result, parents input and support is highly valued. Partnership with other practitioners involved in early years care and education is highly regarded to promote excellent outcomes for children. For example, the setting

works closely with the local borough where training is a regular feature of practice. In addition, the setting is part of the Montessori Evaluation Accreditation Board who recognises that the setting offers high quality education and care for children. The settings capacity to maintain and drive improvement is exceptional. Staff are highly motivated and committed to ensuring excellent outcomes for children. The team is highly valued and their capabilities are fully recognised and utilised. As a result, staff deployment is excellent as they take responsibility for specific tasks such as the recent Forest School initiative, health and safety, and planning and assessment. Therefore, all staff are very knowledgeable about all aspects of how the setting runs and operates. Staff are extremely competent in both Montessori philosophy and how this is compatible with the Early Years Foundations Stage framework. As a result, an exceptionally successful learning experience is provided where children make excellent progress in all aspects of learning and development.

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

Children play and learn in an extremely enabling environment, thus developing excellent skills for the future. Children independently access a variety of high quality provisions which they explore. Children make rapid progress as a result of exploration and with the support of adults and other children, they learn how to use materials to develop many concepts and skills. For example, children learn about size as they use cylinders in order of height and thickness. Excellent support is given from the adult who introduces mathematical vocabulary and encourages children's perception and problem solving skills. As a result, children make mistakes and apply this knowledge to support their learning as they rearrange cylinders in order of sequence. The environment also benefits children for whom English is an additional language. This is because staff are extremely knowledgeable about how to support children and provide rich language opportunities, thus narrowing the achievement gap. In addition, children who show skills that are advanced in relation to their age are well supported. This is because staff recognise and support children to ensure they have the opportunity to further consolidate their understanding. For example, children who recognise letter names and sounds are supported on the computer to explore the letters to write their name and those of family members.

Through sensitive planning and observation, other experiences truly engage children and support them in developing skills and knowledge. For example, children learn self-help skills to keep themselves healthy. In small groups, children use mirrors to look at facial features and they learn how to wipe their nose, to cough into their elbow or to sneeze into their hands to minimise the spread of germs. To further promote children's good health, children are involved in the Forest Schools initiative where they make full use of London's green spaces, however limited. Children plan the walk and take the lead in the whole experience. They think about what to wear and once at the site, they use materials and apply their knowledge to a variety of experiences. For example, children use twigs so they can dig the ground and they make excellent discoveries comparing a sycamore leaf to a fly's wings. Children find broken glass and want to investigate

where it has come from and how it came to be broken. Children also talk about not killing the flowers as a reminder to others that they must not be picked. The whole experience is inspirational and has stimulated the curiosity of less confident children.

Children feel safe and develop a strong sense of belonging. They show amazing levels of independence; they are very well behaved and they take responsibility in caring for the setting and each other. Children choose what they would like to play with and once finished they return the equipment to its rightful place. Thus children respect the resources and contribute towards each others safety. In addition, this ensures that the next child can use the equipment without searching for missing pieces, thus reducing frustration. However, children do not know what is available as some equipment is stored in boxes which are labelled with words that children are not able to read. Older children show great levels of maturity supporting newer members of the group. Children are seen helping others put on outdoor clothing, they clean up spilt substances and manage their own snack and refreshment throughout the session. Children are aware of each others dietary needs and through sharing information; they ensure children eat what is appropriate. As a result, children lead by example and staff encourage them to support each other, setting the way for independent and self assured learning.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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