

# Goldstar Montessori Nursery

Inspection report for early years provision

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**Unique reference number** 135292  
**Inspection date** 27/04/2011  
**Inspector** Carolyn Hasler

**Setting address** 466 Baker Street, Enfield, Middlesex, EN1 3QS

**Telephone number** 020 8364 6876

**Email**

**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

Goldstar Montessori Nursery opened in 1996. It operates from a converted end of terrace house on two floors. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Enfield town in the London Borough of Enfield. It is open each weekday from 7.30am to 6.30pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 64 children may attend the nursery at any one time. There are currently 100 children aged from birth to under five years on roll, some in part-time places. The nursery caters for children with special educational needs and/or disabilities.

There are 19 members of staff, all of whom hold early years qualifications to at least level 2. Two members of staff has recently achieved Early Years Professional Status. 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.

This setting offers a welcoming and friendly service. Overall they have effectively introduced the Early Years Foundation Stage into their practice with good outcomes. Although, there are significant weaknesses within documentation with regard to accident records which breaches requirements. Fully effective observation and assessment processes are in place. Initial communication between parents and key people mean that key people have the information on which to base care arrangements and are able to work inclusively. There is a consistent approach to service improvement, including addressing actions and recommendations from 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:

- improve records of accidents to include first aid treatment given (Safeguarding and promoting children's welfare) 05/05/2011

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

- develop strategies to further improve children's listening skills and awareness of others when playing, particularly outside

- review evacuation drills to take account of children's attendance patterns

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

The setting is meeting all regulations and duties to safeguard children and demonstrates good knowledge of safeguarding procedures. For example, key people are able to confidently talk about child protection issues and what they would do should they have concerns. The setting has a robust recruitment procedure which ensures all adults working with children are suitable to do so. There are generally effective procedures in place to ensure that children's safety is prioritised. Risk assessments ensure that children play in a safe environment. There are appropriate measures to keep children safe in the event of a fire and these are documented. However, evacuation practises do not take sufficient account of children's attendance patterns.

The setting has maintained a programme of training on childcare issues. There are an impressive number of highly qualified early years childcare professionals. Their qualifications range from: Early Years Professional Status, Foundation degree, Bachelor of Arts (Hons) in Early Childhood Studies, Montessori diploma, Higher National Diploma at level 5 and National Vocational Qualifications in levels two and three. New members of staff, undergo induction and regular team meetings ensure that all key people are kept up-to-date with policies and procedures and changes in practice. In-house and local authority training is encouraged. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Since the last inspection the setting has addressed weaknesses raised and this has had a positive impact on all children. Child:adult ratios are maintained at all times. Children are now able to access resources freely. Rest and nappy changing routines take account of individual children's needs. The setting has clear and well planned systems to support tailored learning. Mealtime routines provide children with opportunities to be independent and encourage choice making. All children are given opportunities to practice mark-making skills. The Leaders and managers demonstrate a realistic view of the service they provide. They are able to recognize strengths and show clear intention to address further improvement through their self evaluation process. Monitoring systems generally work well to ensure children receive good quality childcare.

Overall outcomes related to children's progress in relation to their starting points are good. Key people are knowledgeable about child development and demonstrate this through good quality learning and development records kept on each child. Observations clearly link into the different areas of learning, identify next steps and are evaluated appropriately. Resources provide a wide choice and are fit for purpose. They are used successfully by key people to support learning and development. Key people are well deployed to engage children and make learning enjoyable. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Children achieve as a result of the setting they are in.

Adults appropriately and actively promote equality and diversity. All key people have a good knowledge of each child's background and needs. They make the most of diversity to help children understand the society they live in. For example, through providing children with a wide range of resources which encourage awareness of diversity and planning activities to encourage children to show interest in other cultures and religions. There are systems in place to identify children's needs for additional support as early as possible. The setting share information and records with colleagues and parents where appropriate. This ensures that children get the support they need.

The setting has positive relationships with parents and carers. Key people are friendly and approachable and invite the two way flow of information. Policies and procedures are available to parents. Notice boards and news letters keep parents informed of updates and information on the curriculum. Questionnaires and discussions with parents provide the setting with information on parent's views. Parents contribute to their children's development through shared developmental plans which incorporate parental participation. The setting values relationships with key professionals who contribute to children's achievements and well-being. This includes links with local schools and working with other professional bodies in order to support individual children's needs. They understand the importance of providing continuity and consistency in care.

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

Children separate well from parents and build secure relationships with key people. Babies and toddlers adjust quickly to routines which reflect routines in their home environments. All children are secure and develop a sense of belonging to the setting. They have their own place to store belongings, receive praise and see their achievements displayed. Children take initiative and work well independently, in small groups and large group activities. They are all learning to share and take turns. Children are well mannered and polite towards each other. Overall their behaviour is good. However, at times children can be over exuberant and miss verbal prompts from staff to keep themselves and others safe. Children are beginning to show a good awareness of responsibility within the setting. For example; they enjoy the role of helper for the day.

All children's independence around personal hygiene skills are encouraged. Key people are close at hand to support where needed and ensure the physical needs of younger children are met. Older children have a good understanding of the importance of hand washing. They talk confidently about their understanding of germs and the consequences of germs spreading. Meal times and snack times have been organised to maximise children's independence and choice making skills. Children are learning about fruits and vegetables, where food comes from and are engaging in growing some vegetables in their outdoor space. Meals are healthy and nutritious and take account of children's dietary needs. Children engage in a range of physical activities both indoors and out. Babies are encouraged to be mobile; they display a range of skills from sitting unaided to first

steps. All children have opportunities to engage in action songs and rhymes and stretching exercises. They enjoy balancing, crawling and climbing activities. In addition they manoeuvre tricycles with varying skills. Although most documentation supports children's good health, accident records do not consistently record first aid treatment given or additional information according to the settings procedure.

All children enjoy coming to this setting and engage in a range of activities. Their levels of engagement and development records show that children are making good progress in their learning in all areas. Babies and young children are able to communicate their needs through verbal and nonverbal signs and gestures. Key people working with younger children use lots of simple language to support children's developing communication skills. All children have access to a suitable range of books and other resources to stimulate their inquisitive natures and provide topics of conversation. Topic work helps children develop, extend and practise new vocabulary. Opportunities to mark-make help children to practice the skills for writing. Some of the older children are able to write their names. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and song which generates questions and makes connections across all areas of learning and development. Very young children explore their environment with interest and engage in a variety of activities designed to encourage problem solving. Older and more able children engage in a range of construction equipment and enjoy puzzles and other challenging resources. All children hear mathematical references to colour, shape and number and as children become more confident they are using these terms within their play and learning. Children explore all of their senses within their play; they particularly enjoy cooking activities exploring what happens when ingredients are mixed together. They use a range of words to describe their experiences. There is a good range of information, communication, and technology appropriate to all age ranges available for children to explore and children show high levels of interest in these activities. Children's progress ensures they gain the skills needed for future 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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