

Fountain Montessori Pre-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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Fountain Montessori Pre-School opened in 2007. The setting operates from a church community centre in Edgware located within the London Borough of Barnet. A maximum of 45 children may attend at any one time. The setting is open each weekday from 8.00am until 3.00pm during term time and also offers a holiday play scheme between the hours of 09.00am until 3.00pm. All children have access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 55 children on roll in the early years age group. The setting receives funding for three and four year olds. It is also part of the two year old pilot scheme.

The setting follows the Montessori methods of teaching children.

The nursery supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

The setting employs 13 members of staff including the manager. All staff are qualified and of these, some are working towards further early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have created a warm, welcoming atmosphere meaning children are happy and settled as they learn and play. Children enjoy a stimulating and interesting balance of adult-led and free-choice activities each day, keeping them busy and occupied. The outdoor area is generally well used. Inclusive practice is promoted throughout the setting, ensuring all children are included at their personal developmental level and able to fully participate in all activities offered. Good partnerships have been established with parents and other professionals to ensure children are further supported. There are suitable self-evaluation procedures in place, meaning the manager and staff group are able to identify their strengths and weaknesses within the setting.

What steps need to be taken to improve provision further?

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

- develop learning opportunities in the outdoor area
- ensure staff deployment is effective at all times.

The effectiveness of leadership and management of the early years provision

The manager and the staff fully understand their duties in relation to safeguarding children. Staff are aware of the procedures to follow to ensure unvetted persons do not have unsupervised access to the children. They have a good understanding of the safeguarding children policy and know what action to take if they were concerned for a child's well-being. In addition there are clear procedures in place to ensure that staff working directly with children are suitable. The setting has in place a robust recruitment procedure that includes Criminal Records Bureau (CRB) checks, and a detailed induction and probationary period. Overall effective deployment of staff ensures that children are well supervised, which promotes the safety of the children. Risk assessments of the premises are detailed and are constantly reviewed so that appropriate action can be taken to minimise any risks and hazards to children. Security of the hall is good and prevents children leaving unsupervised, or intruders gaining access to the children. In addition, children learn how to keep themselves safe. For example, they participate in regular evacuation drills and learn how to manage scissors without endangering themselves. Children are kept safe on outings as the staff follow the appropriate procedures for outings. The individual skills of the staff team provide a broad range of expertise, which is well used to provide a rich learning environment.

Parents or carers are warmly welcomed into the setting each day and staff are always available to talk to parents about their child. Staff regularly share information about their child's development and progress. Newsletters and notice boards provide parents with information about local services for children and current topics their children are involved in. In addition formal open days allow parents the opportunity to view their child's learning journey and talk to the key worker for their child. Parents are united in their praise of the setting, they comment on the good feedback they receive each day and how settled their child is.

An inclusive environment is created within the setting which ensures that children have their individual welfare needs met and that they achieve well. For example, the setting takes a proactive approach and works well with parents/carers and external agencies in order to help support all of the children. Children are encouraged to learn about their own culture and those of others both in the setting and in the wider community. Resources and the celebration of special festivals support this knowledge. The low-level open shelving systems allow children to make spontaneous choices about their play. They make selections from an interesting and varied range of Montessori equipment.

The manager shares her enthusiasm and commitment with the motivated staff to continuously build on the work of the setting. They reflect on their practice as a team, and identify areas of achievements, and those to be developed. The manager is committed to ensuring her staff are suitably trained and can access training throughout the year, both in house and with external trainers. This means staff are enthused in their work with the children. In addition, since the last inspection, all the recommendations have been met. This in turn benefits the

children. Partnerships with parents are strong, they have significant opportunity to contribute to the setting through questionnaires and by supporting the manager as she updates and improves policies and procedures.

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

Children enjoy their day at the setting. They become active learners as they readily engage in a range of fun and stimulating play activities. They concentrate on their chosen activity and are given time to fully benefit from the experience. For example, two children sat together playing a board game matching shapes to pictures. They were thoroughly enjoying themselves while at the same time developing a range of developmental skills. Staff have a good understanding of the six areas of learning. Observations and assessments are carried out to monitor and ascertain each child's achievements within the learning areas. The next step in the child's unique learning journey is then planned to ensure appropriate and consistent progress is made. Each child has a file containing examples of their work, photographs of them at play and their observations. These very clearly demonstrate the progress they make.

Staff encourage children to express themselves creatively through, for example, as they make pictures with glitter, tissue paper and glue. Children have fun as they decide where to put the glue and paper. Staff support is appropriate and enabling. Children draw and mark make with a variety of writing materials. For example, they thoroughly enjoy drawing with pencils, they are able to help themselves to a range of coloured pencils. Art and craft activities help children to express their own ideas using a very good range of resources and media. Children enjoy making good use of the computer. Staff offer appropriate support to help them develop the skills necessary to control the mouse and operate simple programs. Learning these skills helps contribute towards children's future economic well-being. High levels of staff and child interaction allows for the children to develop excellent listening and communication skills. Children benefit from small group activities where they are encouraged to express themselves and to consider how they can solve problems.

Babies in the setting are able to reach and stretch for their toys and resources as they are all at low level. Babies are learning how actions can effect change for example pressing buttons can make sounds, shaking a shaker makes noise. Pictures of family and low level mirrors add to babies feeling of security. Babies are beginning to vocalise and imitate adults and they communicate through gestures and actions. Babies respond with smiles to songs, some join in with clapping as they sing. Children are beginning to form secure relationships with staff however, there are times when staff deployment in this area is not always effective meaning children are not always fully occupied and become restless.

Staff within the setting demonstrate a clear understanding of how children's good health is promoted. Children are provided with a varied and nutritious diet that includes fresh fruit and vegetables. There are many very good opportunities for

children to demonstrate their skills of independence they for example, very skilfully pour their own drinks, help themselves to fruit at snack time and use cutlery to eat meals. Children enjoy a period of social time as they eat chatting to their friends and staff about the morning's events. Through very well planned resources and activities children develop life skills. Throughout the session children continued to be interested and excited to learn. They are delighted when staff join in with their activity. Children show very good understanding of mathematical concepts, for example they name with confidence sphere, and cube knowing why the sphere would roll and the cube would not, 'it has straight lines so it can't roll'.

Their physical development is promoted as they take part in specially designed classes for physical movement. Children enjoy their time in the garden, they have fun in the play house, sliding down the slide and digging in the sand pit, however, this area is not used to its full potential. Children enjoy their play and learning through a variety of activities and experiences, both inside and out. Trips in the local community enhance their understanding of the wider world. They for example had a super time on a bus trip as part of their transport topic.

Children enthusiastically join in with familiar songs and really enjoy using musical instruments as they tap out rhythms confidently counting as they do. They also enjoy selecting books to look at by themselves as they sit in the cosy book corner. Consequently, they are learning how to handle books and the pleasure of reading them. Children listen intently as staff read favourite stories, children are able to take books home as the setting operates a library service adding to children's enjoyment and appreciation of books.

Children learn about keeping safe within the setting. They take part in regular fire drills which ensures they learn about how to evacuate the building safely. They are also reminded about the importance of not running indoors. Children behave well, working cooperatively with each other during their play. Children work well in groups and as individuals. They show very good understanding of sharing, turn taking and caring for each other and the resources they use. Staff effectively maintain clear behavioural boundaries so that children know what is expected of them. Children are confident and chatty, talking about what they are doing during their play. They show politeness towards each other, staff and other adults in the setting. Children for example invited grandparents into their circle time to share a birthday celebration.

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	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

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