

Wood Street Montessori

Inspection report for early years provision

Unique reference number	147650
Inspection date	12/05/2011
Inspector	Carolyn Hasler
Setting address	Ewen Church Hall, Wood Street, BARNET, Hertfordshire, EN5 4BW
Telephone number	07931 532095
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Wood Street Montessori opened in 1999 and operates from premises located within Ewen Hall, United Reformed Church in Barnet. The nursery is in a residential area close to local shops. Children have access to an enclosed outdoor play area. It is open each weekday from 9.30 to 12.30 five mornings a week and on Monday and Wednesday 12.30 to 3.30 term times only.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time. There are currently 29 children aged from three to under five on roll, some in part-time places.

There are seven members of staff including a French and a Music teacher. All members of staff hold early year's qualifications to at least level 2 and range to a level 6. 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 outstanding.

The setting offers a well organised, inclusive and friendly service. They work successfully to ensure that parents and children's needs are fully met. The setting is extremely effective in its introduction of the Early Years Foundation Stage. There are effective planning, observation and assessment processes in place and welfare requirements are fully met. The setting strives to continuously improve practise through hard work and the dedication of the team.

What steps need to be taken to improve provision further?

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

- extend further children's independence during snack times

The effectiveness of leadership and management of the early years provision

The setting has excellent systems in place to safeguard children. Key people have a comprehensive awareness of safeguarding issues, training is accessed regularly and ensures up to date guidance is followed. The setting works effectively with other agencies to ensure children are safeguarded. All adults working with children on the premises have been appropriately vetted. Safety of the environment is robust. The setting records visitors to the premises and systems work effectively to

keep children safe while in the care of the setting.

The setting encourages children to be pro-active engaging resources in an innovative and imaginative way. Learning and development is very child led and explores what children already know extending their experiences and developing confidence in children's independent learning. Key people are highly skilled in deploying resources effectively, modelling how to use these and encouraging children's independence skills. Planning is child led and demonstrates flexibility in taking account of children's interests but also introduces new learning concepts to explore. Key people are highly skilled at blending the Montessori Principles and the Early Years Foundation Stage and provide parents with detailed information on children's progress towards the early learning goals. The environment and equipment used is conducive to children making outstanding progress while attending this setting.

The setting places the promotion of equality of opportunity at the heart of all its work. Key people ensure children are well integrated into the setting. They are pro-active in assessments and work effectively with parents to support children with special educational needs seeking assistance through the referral systems where necessary. Key people, provide children with a range of experiences to support their knowledge and understanding of diversity which includes visitors to the setting to talk about their roles in society. Equally children develop an awareness of others cultures, ethnicity, gender or disability through a range of resources which they can investigate and through exploration of planned activities to engage children's interests in the world they live in.

The leadership and management team have highly effective systems to monitor the effectiveness of the setting and services received by parents and children. Their self evaluation demonstrates an insightful view of the setting and recognises the hard work and commitment behind driving improvement onward. Key people working with children are highly skilled and most are qualified to level 4 in Montessori teaching principles. Regular team meetings, appraisals, and personal development plans within the staff team ensure key people are continuously developing skills and improving on the excellent standards already established.

The setting is highly committed to engaging parents and carers and has established highly positive relationships. Parents play an exceptional role in establishing trusting relationships and securing clear and informative starting points to work effectively with children at this setting. For example, there is clear information available right from the beginning who the child's key person is, and a home to setting diary supports the initial sessions the child attends. Early communication with parents helps them to feel some control over the home to setting transition. This relationship once established continues to ensure parents feel part of the settings community and encourages them to take an active role in being involved in children's learning experiences and decision making. The setting works in partnership with other early year's providers and professionals. For example, they engage with local schools to support the transition of older children into the school system. In addition they foster links with other professional bodies where children receive additional services. This includes links with the area Special Educational Needs Coordinator. Key people are fully aware of their responsibility to

ensure welfare and learning and development needs are shared in order to support the ongoing progress of individual children.

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

Children show a strong sense of security and feel safe within the setting. They develop excellent relationships at every level with both key people and with other children. They work extremely well independently using their own initiatives and develop excellent skills in working along side others. They form friendships and cooperate in play to share experiences. Children understand and comply with standards of behaviour in order to keep themselves and others safe. They are learning how to use a range of tools and equipment safely such as pencils, stencils and play dough cutters. Children are extremely confident and are provided with opportunities to communicate their thoughts throughout their day. They engage fully in the day's routines because they understand what comes next.

Children show an exceptional understanding of the importance of healthy lifestyles. They develop fully independent toileting skills and take part in hand washing routines throughout their day using visual aids to learn about the importance of washing hands. Healthy oral hygiene is encouraged through project work and discussion. Children have a full range of indoor and outdoor experiences and resources which keep them active and mobile. They make good use of outside areas to run around and negotiate space. They have a secure understanding of why it is important to be physically active and the effects this has on their bodies. Children are encouraged to be aware of healthy eating through posters and project work and are increasingly becoming independent in serving themselves. However, this is not always consistently encouraged. Healthy eating ideas are provided to parents in support of packed lunches for days were children stay over the lunch time period.

Overall young children are making excellent progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Learning strategies to support language development and extend language are highly effective. Children are encouraged to listen, think and respond to questions extending their own ideas and thoughts to projects. They are encouraged to recall past experiences and predict "what will happen next?" scenario's. Children explore vocabulary through discussions and conversations, sharing experiences and using their imaginations to play with others. They have easy access to enjoy books, stories and songs as part of their everyday experiences. Children understand the importance of letters and numbers and are learning to recognise their names written down. Art and craft activities and exploration of the shape of letters and numbers through finger writing explores mark-making. Children are creative in their use of boxes, rope, pegs, material and cones to build camping area's, fight forest fires and rescue cats from trees. Excellent staff deployment ensures that children use these experiences to develop problem solving skills. They also have opportunities to explore numbers and groups of numbers in units, tens and

hundreds. Colour, and three dimensional objects, numbers and shapes support their understanding of numeracy. Children enjoy a range of information, communication technology including a touch screen computer and video recorder which children use to video their peers in their work and play. Children play a full and active role in their learning in all areas. They show great curiosity, a desire to explore and are inquisitive learners. They are fully aware of their place in society and are well equipped with the skills they need to extend their learning journeys.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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