

# Right Start Montessori Pre-School

Inspection report for early years provision

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**Unique reference number**

160120

**Inspection date**

12/05/2011

**Inspector**

Samantha Smith

**Setting address**

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**Telephone number**

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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

Right Start Montessori Pre-School opened in 2000 and operates from a self-contained buildings in the grounds of Botany Bay Cricket Club in the London Borough of Enfield. A maximum of 28 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 15.00 during term time. All children share access to a secure enclosed outdoor area and the cricket field.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. They may care for a maximum of 28 children from two years at any one time. There are currently 41 children on roll. Of these 21 children receive funding for nursery education. Children attend for a variety of sessions, and come from local and wider catchment areas.

The pre-school employs five staff who work directly with the children and an administrator. Of these four including the manager hold appropriate early years qualifications and one is working towards a qualification. The Montessori method of teaching features in the curriculum. The pre-school receives support from the Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Right Start Montessori is a lively, welcoming and inclusive environment, where all children are valued as individuals and respected. Children take an active role in their learning within this stimulating setting and they are well cared for by caring, committed and knowledge staff. Strong partnerships have been established with all parents which contributes towards ensuring positive outcomes for children. Staff work effectively as a team and have established effective partnerships with other agencies involved with children, particularly schools that children are moving onto. The setting have detailed self-evaluation, which provides a true reflection of the quality of the provision being provided. Improvements made since the last inspection indicate that the setting has a good capacity to continue to improve.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure children's full names are recorded consistently on accident forms and obtain information about who has legal contact and parental responsibility for all children (Safeguarding and promoting children's welfare)

03/06/2011

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

- extend the range of resources available to support the cultural diversity of children's play
- review current systems for monitoring children's long term development in order to identify and obtain early support.

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

The provider and staff demonstrate a genuine enthusiasm for their work and are successful in setting and maintaining high standards, providing an environment where all children have the opportunity to achieve to their full potential. The organisation of daily routines, including staff deployment, fully supports children's play and learning experiences and promotes an inclusive and positive child-centred environment. There is a good selection of resources and equipment across the six areas of learning and that are effectively organised, encouraging children's independence and choice. There is a strong team spirit amongst the staff team, who work hard and are committed to providing children with good play and learning experiences. They work well together and are very experienced and knowledgeable about early years and are effective in their role. There is an effective key person system in place, which ensures that every child there has a named adult with a particular responsibility to oversee their welfare and development. Consequently, their individual needs and characteristics are well known.

Arrangements for safeguarding are in place and extremely robust to ensure that children are well protected. Clear recruitment and induction procedures are in place, which ensures all adults working with the children are suitable to do so. Staff have a good understanding of the safeguarding policy and know what action to take if they were concerned about a child. Thorough risk assessments have been carried out and potential hazards are successfully minimised both inside and out. Access to the premises is securely monitored and all visitors are required to show evidence of identity and sign in the visitors book. Most of the required documentation is in place as required however, documentation to determine who has parental and legal responsibility has not been obtained for all children and accident records do not all show the full name of children.

Partnership with parents is strong. Parents are warmly welcomed into the setting every day and newsletters, parent's evening and a detailed notice board keep parents informed and included in events in the setting. Parents speak highly of the setting and their comments show that they are extremely happy with the care and educational provision their children receive. One described the nursery as "a home from home where I can leave my child and have peace of mind" and another commented about the learning she enthused "its amazing how their minds are kept active." Partnership with others is good, for example, the setting's strong links with schools effectively facilitates children's transition to school. Staff work closely

with parents to ensure children's individual need are well known and are met.

There is a commitment towards continued professional development, staff are actively encouraged to attend external training and cascade their learning for the benefit of other staff to improve outcomes for children. The setting strives to ensure the provision is sustainable. The manager acknowledges that by continuing to self-evaluate and reflect on the pre-school's current practice they will further enhance outcomes for children.

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

Children clearly feel at home in this pre-school, where they are thriving and achieve well. They show a strong sense of belonging and benefit from the positive and secure relationships that they have formed with staff. They are confident and show high levels of independence and demonstrate an enthusiastic and positive attitude towards learning. Resources and equipment are effectively organised, creating a warm and welcoming environment for children to learn through play. They enjoy themselves greatly as they engage and explore activities both indoors and outside. The playrooms and garden are made attractive and inviting with easily accessible resources that cover all areas of learning.

Children make their own choices, participate energetically and talk with confidence, as they engage in the varied learning experiences provided. Staff have a good knowledge of the learning and development and welfare requirements and the Early Years Foundation Stage guidance and use this well to promote children's learning, social, physical and economic well-being. They are particularly skilled in their questioning techniques and consistently challenge children's thinking and allow them to express their own ideas and thoughts. This extends their learning and encourages their problem solving skills. However, there are weaknesses in the systems to monitor and support children identified with speech and language concerns.

Activities are well planned, based upon accurate and comprehensive observations and assessments which are used to move children on in their learning and support them in making progress. Children's progress in using ICT is developing well. They play an active roll in their learning and show great curiosity as they explore the wide range of resources available and most children are very well equipped with the skills they need in order to secure future learning. Staff have a good knowledge of each child's background and individual needs. Each child is treated with respect and recognized as an individual. However, more could be done to reflect their cultural backgrounds within the setting. Both boys and girls enjoy engaging in water play activities as they wash the dolls clothes and learn to hang them out on the washing line, using the clothes pegs. The outdoor area has been creatively developed, providing children with excellent opportunities to engage in a wide range of physical activities that support both their fine and gross motor skills.

Healthy living is effectively promoted and positive examples set by staff and daily

routines reinforce children's understanding. Hand washing facilities are placed strategically around the playroom and garden providing children with every opportunity to wash their hands, which they know and do independently. Snacks are healthy and nutritious and the rolling snack bar allows children the flexibility to help themselves to a drink or something to eat when they are thirsty or hungry, enabling them to take some ownership of their health and well-being. Relationships are good and children's behaviour is managed well. They play co-operatively together, share and take turns with resources and are encouraged to try and resolve situations by themselves and behaviour reward charts are used as a form of encouragement.

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