

Bright Eyes Montessori Nursery

Inspection report for early years provision

Unique reference number

EY414495

Inspection date

19/05/2011

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*.

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Description of the setting

Bright Eyes Montessori nursery registered in 2010 and is privately owned. The group is located in two classrooms of a converted training centre in Acton, in the London borough of Ealing. There are two group rooms and a small area for outdoor play.

The nursery is open each week day from 8am to 6pm, all year round, except for bank holidays. The nursery is registered to care for a maximum of 46 children in the early years age range at any one time. The nursery is currently caring for 45 children, of whom 16 children receive funding for nursery education.

The nursery employs eight staff, of whom six hold appropriate early years qualifications. The other two staff are currently on training courses. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare is not consistently safeguarded as the setting does not meet legal requirements in relation to medication procedures, requesting parental permission to seek emergency medical treatment or advice and risk assessment for outings. Children's individual needs are not met fully. Staff have a sound understanding of the Early Years Foundation Stage learning and development requirements and plan a suitable environment for children to make steady progress towards the early learning goals. The staff team has not undertaken a suitable self-evaluation of the provision to enable them to assess its strengths and identify weaknesses in order to make improvements in the service they provide.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure prior written permission for each and every medicine is obtained from parents before any medication is given (Safeguarding and promoting children's welfare) 10/06/2011
- ensure written parental permission is requested, at the time of a child's admission to the provision, to the seeking of any necessary medical advice or treatment 10/06/2011

- in the future (Safeguarding and promoting children's welfare)
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 10/06/2011
- implement systems effectively to ensure that children's individual needs are met, with particular regard to information gathered from parents and self evaluation of the provision to improve outcomes for children (Organisation) 10/06/2011

To improve the early years provision the registered person should:

- improve the observation and assessment systems to ensure the next steps of individual children's learning is identified and planned for on a regular basis
- plan outdoor activities that offer physical challenges and plenty of opportunities for physical activity
- improve staff's understanding of good hygiene and food handling in relation to providing suitable crockery at snack times

The effectiveness of leadership and management of the early years provision

Satisfactory recruitment procedures are in place, which ensure adults working with the children are suitably checked. Procedures are in place to ensure any new staff who are waiting for their Criminal Records Bureau disclosure checks are not left unsupervised with children. Staff have a sound understanding of the safeguarding procedures to follow if they have any concerns about a child's welfare. However, children's overall safety is compromised as the procedures for administering medication are poorly implemented. Staff do not ensure they obtain all parents prior written permission before they administer medication. Furthermore, not all parents are asked to give written permission for the seeking of emergency medical treatment or advice. These are both breaches of legal requirements of the Statutory Framework for the Early Years Foundation Stage. Although a record of accidents is maintained the procedures for notifying parents is inconsistently implemented. As a result not all accident forms have been signed by parents to indicate they have been informed of an accident occurring.

Risk assessments of the premises are conducted and reviewed regularly and daily safety check lists ensure the children's safety in the setting is promoted. This includes ensuring the exit doors are securely locked and that the front gate is kept locked at all times. Any visitors are requested to sign in the visitors' book. However, risk assessments for every type of outing are not conducted and this is breach of requirements. Children are taken out occasionally on outings to the local park and no consideration has been given to identifying associated risks and the potential hazards of the journey involved and this compromises children's safety. Documentation is poorly managed and the manager lacks awareness of the importance of keeping children's contact details up-to-date, such as ensuring they

have relevant telephone numbers for all parents and ensuring children's details are completed fully. Therefore staff cannot be sure that they are meeting children's individual needs and may be unable to contact parents in an emergency.

The group does not have effective systems to self evaluate the provision to identify areas for improvement. The staff team meets regularly for staff meetings and they have some basic action plans in place but they do not identify the significant weaknesses in the provision. There are also no effective systems in place to monitor the work of the staff team to ensure observations and children's progress records are completed adequately. Staff are encouraged to attend training courses to update their knowledge and skills.

The setting is generally well equipped with a range of safe and suitable furniture and equipment. Staff set up some of the room in the morning and children can make free choices from these available resources. They can also make further choices about their play as they can access a full range of good quality Montessori equipment from low level storage units in the play rooms. The garden area is satisfactorily equipped, however the outdoor area is very small and access is restricted.

Partnership with parents is weak because systems for obtaining information on each child's individual needs is inconsistent. This is due to the registration details not being completed fully and information missing from these documents. For example, staff are not aware if some children have had immunisations as sections of information have been missed. Parents and carers are welcomed into the setting and staff are available to discuss the children's progress at the beginning or end of the day. Staff complete a communications book for each child to enable parents to also read about their child's day. Parents can view their child's learning journeys as they wish, although some profiles are not up-to-date with current achievements. Parents indicate they are happy with the service provided.

Overall the group is not offering a fully inclusive service due to the lack of information gathered from parents and therefore staff are unable to meet each child's individual needs fully. The nursery celebrates a variety of festivals over the year and has a range of books and resources to help children understand about diversity in their society. Staff provide support for children who are learning English as an additional language, including bilingual communication. The provision is aware of the importance of working in partnership with other agencies but presently children do not attend any other setting and have no involvement with other professionals.

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

Staff provide a satisfactory range of activities to stimulate children's learning and incorporate the Early Years Foundation Stage and Montessori philosophy of teaching successfully. Staff have begun to observe and record the children's development, however, they do not keep the children's 'learning journey profiles'

up-to-date to ensure they are aware of each child's next steps for learning. Consequently, although the staff spend a great deal of time planning the curriculum it is not personalised and tailored to meet the individual needs of children. Overall, children are supported and supervised sufficiently by the staff who work closely with the children in groups or individually. Staff are generally knowledgeable of how to interact and question children to promote their language and thinking and to extend their learning as they play.

Children play well together and are learning about sharing; some have formed strong friendships. Overall, children are well behaved; they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by staff. Children's independence skills are flourishing as they have good opportunities to develop their self help skills as they choose when they want a snack and pour their own drinks. They also understand about tidying up, and washing and drying their plates and cups afterwards.

Children come together as a group in the morning for circle-time where they talk about the day of the week, the weather and complete the calendar for the day. Children enjoy taking part in singing their favourite songs and end the circle time with a story. However, the circle time is long and is poorly organised. As a result some children are unable to clearly see the storybook pictures and begin to lose interest.

Children enjoy creative activities and take time to paint their own pictures using brushes. They have great fun exploring and investigating the 'messy play' activities, such as, exploring kidney beans. They feel the texture of them between their fingers and watch the beans becoming soft as water is mixed in. They are developing their problem solving skills as they choose to play with various items of Montessori equipment, such as the cylindrical knobs and number rods. They spend extended time with these activities sometimes with an adult supporting them to develop their understanding further.

Children have good opportunities to practice their pre-writing skills as the setting designates an area for writing and colouring. This area is well used and some children are beginning to write their names on their work. The setting has developed a well resourced book area and this is used particularly well by the children who enjoy sitting in this cosy area and carefully turn the pages as they read their stories.

Children in the under two's rooms are given generally good support in their learning. Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of the benefits of providing exciting experiences to develop babies' senses and early development. They thoroughly enjoy investigating and exploring the musical instruments and enjoy messy play activities such as, hand painting, Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as they begin to walk and enjoy crawling through the play tunnel and jumping into the ball pool.

All children have satisfactory opportunities to use the outdoor area during the day. However, as the outdoor area is very small children have to take turns to play outside and free-flow play between the indoor and outdoor play spaces is not offered. Children are taken out on outings to the local park but this is not on a regular basis and therefore children's physical development is hindered, particularly their ability to be able to run around vigorously.

Children are developing healthy lifestyles as they adopt good hygiene routines such as, washing their hands before their snack and after using the toilet. Children are provided with regular snacks of fruit however in the under two's room children are not given plates for their snacks and the fruit is placed straight onto the table. As a result these young children are not learning about suitable hygiene practices. Their health is also compromised by the procedures followed in relation to administration of medication and staff's failure to request parental consents in relation to this and emergency treatment.

Children learn about keeping safe as they take part in regular fire drills, which helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as, not running around and taking care when on the climbing frame outdoors. However, the lack of effective risk assessments for outings has a significant impact on children's overall safety.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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