

# Stanmore Montessori

Inspection report for early years provision

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**Unique reference number** EY283545  
**Inspection date** 08/06/2011  
**Inspector** Katie Dempster

**Setting address** The Micklem Hall Church House, Old Church Lane,  
Stanmore, Middlesex, HA7 2QU  
**Telephone number** 0208 954 1617  
**Email** carolinemonk@stanmoremontessori.co.uk  
**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

Stanmore Montessori was registered in 2004 and it is run by a private provider. The setting operates from a Micklem Church Hall within Church House Cottage, in Stanmore in the London Borough of Harrow. There is access to a large main hall, a second hall space and an outdoor play area. The setting is open from 9.00am to 2.45pm on Monday, Wednesday, Thursday and Friday, and 9.00am to 12.15pm on Tuesdays.

It is registered to care for no more than 26 children in the early years age range and there are currently 31 children on roll who attend a variety of different sessions. There is no provision for children aged under two years. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs 1 full-time staff and 8 part-time members of staff and of these, the majority of staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident in this child friendly and inclusive environment. They enjoy a broad range of activities and Montessori based resources that promote their development extremely well across all areas of learning. Furthermore, the inspirational and innovative teaching motivates children to become keen learners.

Ongoing evaluation enables the management and staff team to identify the strengths and weaknesses of the service and to make improvements to meet the needs of the children. The partnership with parents is good and a two way flow of information is fostered which supports children in their care and development. Overall, parent's views are sought and are used to improve practice within the setting.

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

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

- consolidate current systems for planning to ensure children's known next steps and identified activities are incorporated into written weekly plans
- increase opportunities for parental feedback

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

Clear procedures are in place to ensure that children are safeguarded within the setting. A thorough policy is in place which outlines the procedures to be followed should staff have any concerns about the welfare of a child within their care. There are also clear procedures in place regarding the procedure if any allegations be made against staff. The manager and deputy are named persons responsible for any child protection issues. Both have recently updated their training in this area. . Other practises in place to further promote children's safety include annual and daily risk assessments and a visitors signing in book. Good recruitment and vetting procedures are in place to ensure all adults working at the setting are suitable to do so.

There is a good commitment to maintaining partnerships with parents and carers. They are offered a range of both written and verbal information including newsletters, information on notice boards and daily verbal feedback from staff. The setting does well to illustrate to parents how they are implementing both the Early Years Foundation Stage and Montessori ethos within the setting. For example, many photo displays attractively illustrated help parents gain an insight into the setting's practise.

Parents speak positively about the level of care provided as well as the approachable staff. Parents and carers are informed of their child's learning and development through feedback from key workers and at parents evenings where they are able to discuss their child's ongoing progress and next steps with their key worker. The use of a suggestion box and parent questionnaires allows staff to gain the views of parents and carers. However, further systems are required to gain regular important feedback from parents. The setting has also made links with local primary schools the children will attend, in order to assist in children's transition to primary school.

Self evaluation and effective action plans are in place and allow the setting to maintain continuous improvement in the service provided. Great improvements have been made since the last inspection and through on-going reflective practice the setting continues to build on the existing provision.

All children are valued as individuals and made to feel welcome at the setting. They have access to a range of resources reflecting positive images of diversity, including posters around the room, and appropriate dolls and books. They have opportunities through themed activities to acknowledge different cultures and religions and have enjoyed Diwali and Christmas celebrations. For Chinese New Year children enjoyed a visit from a parent who came in to talk about the festival traditions and introduced children to some of the customs. They also enjoyed using chop sticks to eat their noodles!

The fully inclusive environment allows children to be independent and make choices about their play. All resources and play equipment is designed specifically for children, including low level storage, increasing children's self sufficiency.

Children with special educational needs are well supported. Designated staff are well qualified and show a good understanding of importance of working in partnership with parents and using the knowledge and skills of other professionals to help meet the needs of all the children attending.

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

The Montessori method of teaching compliments the implementation of the Early Years Foundation Stage very well. A large emphasis is placed on allowing children to discover independently, which the wonderfully resourced environment of concept activities, supports very well. Staff use observations well to track children's progress and use their knowledge of the children to plan focussed activities to help them reach their full potential. Weekly plans are not yet fully reflective of the process in place, as they do not include these planned activities, however this is largely compensated by the efficiency of staff to ensure individually planned activities are carried out, followed by a thorough evaluation.

Themes running through the curriculum offer continuous learning as well as engaging children's interests. They thoroughly enjoy the current 'History' theme as they help make beautifully illustrative displays and partake in exciting dinosaur expeditions in the garden. They enjoy digging for 'bones' and comparing them to the posters on display, helping them identify the different dinosaurs.

Staff are highly skilful in stimulating children's excitement for learning through creative and imaginative play ideas which are entirely in tune with children's interests. As a result, children are eager to attend and show great gains in their learning.

Children's curiosity is well supported as they learn about the lifecycle of butterflies. In a unique experience for children, they are able to help prepare the caterpillar chrysalises and watch as they start to hatch out. Following this, children make art work showing colourful butterflies, exploring colour and patterns through mirror printing, and use different materials to print shapes for their 'hungry caterpillar' paintings. These activities help support children's creative skills in meaningful ways.

Children use their imaginative skills very well, they enjoy using dinosaur puppets and making loud roars as they play in the outdoor area. There are many opportunities for physical play, as children run, jump, balance and gain control over their bodies during dance and movement sessions. The outside area incorporates all areas of learning, for example, children have access to dressing up, drawing activities, water play and building blocks. This high importance placed on learning outside gives children wider learning experiences.

The wide range of concept activities such as sorting, posting, threading and measuring, all significantly support children's problem solving and reasoning skills. Furthermore, numbers are displayed all around the environment, and great

emphasis has been placed on numeracy outdoors as children count pine cones and weigh conkers. This all ensures children are learning valuable early maths skills to aid their future learning.

Children are very well behaved and display good manners. They are very polite and are often heard saying please and thank you, and are praised by staff. Children are forming close friendships; they play very well together and happily hold hands as they go off in search of flowers to pick for one another. Staff encourage children to find ways of resolving problems independently. For example, sharing resources and working on activities together. Children's independence and self help skills are highly supported. Children are seen independently pouring their own drinks and serving themselves fruit at snack time. These opportunities greatly help develop children's skills for the future.

Meal and snack times are very sociable. Staff sit with children in small groups and help them self serve from the selection of fruit which they take turns each day to help cut up and prepare. They have nutritious options of a range of different fruits and raw vegetables and staff use this time to talk to the children about the benefits of healthy options and how they give us energy to grow up strong. Children learn about, and are encouraged to adopt, healthy habits; they wash their hands after outside play and before meals, and engage in activities relating to oral health via visits from a parent dentist.

Children learn about safety during the everyday routine, for example, how to use scissors correctly and to hold them pointed down when passing them to one another. Road safety re-enactments help children learn about safety in meaningful ways. They enjoy playing pedestrian and lollypop people characters as they practise crossing the road safely along the zebra crossing. Staff know how to keep children safe in the event of an emergency as they practise the evacuation procedure regularly to ensure all the children know what to do and how to behave in an emergency situation. The children are well safe-guarded in this environment.

## 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	1
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