

Gina's Montessori Nursery

Inspection report for early years provision

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135291

Inspection date

26/05/2011

Inspector

Jill Nugent

Setting address

140 Morley Hill, Enfield, Middlesex, EN2 0BG

Telephone number

020 8482 3881

Email

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

Gina's Montessori Nursery registered in 1987 and operates from the ground floor of a house in Enfield in the London Borough of Enfield. Access to the property is at ground level via a path from the adjacent roadway. The nursery is in receipt of funding for free early years education. Children have the use of an indoor playroom and conservatory, and have access to a secure outdoor play area. The nursery is open from 8.30am until 4pm every weekday during term time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children in the early years age group may attend the setting at any one time. Currently there are 31 children on roll and three staff work with the children. All staff hold relevant early years qualifications. The nursery supports children with special educational needs and/or difficulties and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a welcoming environment for children overall, where they enjoy a variety of interesting play activities and gain an excellent range of useful skills for the future. A key strength of the nursery is its emphasis on prioritising safeguarding whilst encouraging children to develop confidence as they explore, in both indoor and outdoor play environments. There is an excellent working partnership with parents, which contributes to children's individual needs being met effectively. The nursery supervisor leads her staff in regularly evaluating their practice in order to continually work towards improving the outcomes for all children.

What steps need to be taken to improve provision further?

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

- devise ways of providing more opportunities for children to express their own ideas in creative play
- review the organisation of the indoor play areas in order to offer a more enabling environment for very young children.

The effectiveness of leadership and management of the early years provision

The nursery has an excellent framework of policies and procedures which promote the safeguarding of children in the setting. Detailed risk assessments and safety checks are carried out daily so that potential risks on the premises continue to be

minimised effectively. An innovative checklist is used each day to comment on the well-being of individual children and thereby highlight any concerns. All records relating to children's health and safety are well maintained. Staff have an up-to-date knowledge and understanding of child protection issues and know how and where to seek advice if necessary. They organise regular evacuation practices so that children know exactly what to do in the event of an emergency.

The nursery is well-resourced with a range of play situations available to children. The outdoor play area is spacious and child friendly, encouraging children to enjoy physical activities in the fresh air. Indoors children are able to move around freely and make choices independently, although these areas are a little cramped resulting in some resources being more difficult to access. Staff support children effectively, interacting to engage them in conversation and to promote their learning whilst taking opportunities for one-to-one teaching to extend children's learning. Staff ensure that all children can participate in organised activities and, through their caring approach, they help children to feel valued as individuals. Children learn about diversity in the wider world, for example, through opportunities for meeting different people and celebrating festivals.

The nursery liaises closely with parents at all times so that children benefit from a linked approach to their individual development and are well supported at times of transition. Parents receive detailed information about the educational programme in a welcome pack, alongside information about the nursery's key policies. The supervisor shares staff's observations and assessments of children's progress regularly with parents, encouraging them to be actively involved in their children's learning and to share further learning activities with their children at home. In this way children receive excellent support towards the development of early literacy and numeracy skills. Parents express high levels of satisfaction with the care and education that their children receive.

The nursery supervisor is proactive in her attempts to forge links with other early years providers and works closely with other professionals to support children with special educational needs. She and her staff are always keen to develop their childcare practice and, at present, are all engaged in further study. They make good use of a number of evaluative procedures, and seek the views of children and parents, in order to continually develop the provision for children. They are open to suggestion and have recently transformed the fish tank, following children's comments, in order to offer a more beneficial learning experience. The supervisor has her own vision for the future of the setting, including exciting plans for a new conservatory in order to provide more flexible play space for children.

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

Children enjoy a real sense of belonging at nursery. They are exceptionally well behaved and attentive to staff, and show respect for each other's needs. They persist at self-chosen tasks and learn to concentrate hard. After group times children are eager to explore and join in adult-led activities with enthusiasm, for

example, using recycled materials to make binoculars. They are encouraged to be independent as they make choices of fruit from the fruit bowl or fetch their coats for outdoor play. They have fun together, for instance, when playing with a train set and they cooperate with others, for example, as they fit together tessellating blocks. Staff help children to follow up their interests through initiating conversations or introducing extra resources, such as maps and models to extend children's interest in planets. Children like to draw pictures, make music and join in action rhymes. They are keen to use computer programs, which support their learning in other areas. However, children are not always encouraged to access a wide range of resources to express their own ideas creatively, for example, in arts and crafts or role play.

Children's individual progress in learning is assessed effectively through a combination of observations and check sheets. The supervisor has an excellent knowledge of child development and makes good use of this in determining children's next steps so as to move them on individually in their learning. Staff utilise their roles as key persons to support children according to their individual targets, providing extra learning opportunities to develop new skills, for example, in communication, matching or sorting. As a result, children are extremely well prepared for their transition to primary schools. They benefit from good access to Montessori equipment, which supports their skill development, and they enjoy opportunities for interactive story and singing sessions, which offer alternative learning experiences. However, very young children are not always enabled to access a range of resources, which enable them to become involved in their own hands-on explorative activities.

Children are happy at nursery and feel safe and secure in the setting. They especially enjoy the outdoor play activities, having opportunities to join in 'messy' play using a variety of materials, to grow plants or learn to play ball games, such as tennis. Children have an increasing awareness of personal safety as staff remind them about possible dangers, for example, staples that are sharp. As a result children take care as they play and learn, behaving in ways that are safe for themselves and others. Staff are attentive to good hygiene and encourage children to adopt healthy lifestyles, for example, an awareness of hand washing and healthy eating. Children particularly enjoy easy access to fresh fruit and are encouraged to bring healthy and nutritious lunches. They enjoy the social aspect of lunchtimes as they sit together in a group. They have fun in the garden, keeping themselves fit as they move around and discover new things, for example, when collecting 'treasures'. They benefit from good adult child ratios, which foster close relationships and a relaxed 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

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	1
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	1

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	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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