

# Maytime Montessori Nursery

Inspection report for early years provision

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**Unique reference number**

128514

**Inspection date**

09/06/2011

**Inspector**

Rufia Uddin

**Setting address**

341 Cranbrook Road, Ilford, Essex, IG1 4UF

**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**

Maytime Montessori Nursery is one of three Maytime nurseries located in the London Borough of Redbridge. This nursery opened in 1992 and is situated in a residential area of Ilford, Essex. The nursery operates from a converted house which has an enclosed outside play area. The nursery's opening hours are 7:30am to 6.00pm Monday to Friday all year round apart from bank holidays. The nursery is also closed for one week over the Christmas period. A maximum of 49 children may attend the nursery at any one time. There are currently 57 children on roll. Of these, 34 children receive funding for early education. Children may attend all day or for a variety of sessions.

Children come from a wide catchment area, as many parents travel into the area for work. The nursery owners employ a qualified manager to be responsible for the day to day running of the setting. There are 13 staff who work directly with the children, 12 of whom are qualified to National Vocational Level (NVQ) 3 and or 2. Another member of staff is currently working towards level 2. The manager has a Montessori Diploma at Level 4. There is also a cook and one assistant. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are clearly flourishing in the stimulating and caring environment. Staff recognise the uniqueness of each child and use this knowledge, together with their very good understanding of the Early Years Foundation Stage, to support progress in all aspects of their learning and development. Detailed policies and procedures and engagement with parents contribute to the service provided. There is an ethos of inclusive and reflective practice. The self-evaluation process has been successfully completed. All recommendations from the last inspection have been successfully addressed. All staff have contributed to the process and work hard together to provide high quality childcare. Staff are highly motivated and have drive and ambition to secure improvement.

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

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

- consider developing further the measures to promote a smooth transition to primary school.

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

A comprehensive awareness of safeguarding issues contributes to ensuring children are safeguarded very well. Staff receive regular training on safeguarding. As a consequence they have a thorough understanding of the relevant issues and know the procedures to follow in the event of having any concerns about children in their care. Children benefit because experienced staff work with a good understanding of procedures which they consistently implement. All staff are vetted for suitability and they supervise children well. Staff working with children have appropriate levels of qualifications. Children are able to play safely in an environment that has been thoroughly risk assessed to ensure that any potential hazards are minimised. As a result, children play freely both indoors and outdoors, which promotes their learning and development. Children are thriving in a stimulating atmosphere. They are highly motivated to learn through their play and are developing significant levels of independence. Children make their own decisions and demonstrate very good standards of behaviour. Staff have a clear understanding of the importance of accurate recording to ensure that the continuing needs of the children are addressed.

A very good range of resources are thoughtfully laid out to ensure that different areas are created, for instance there is somewhere to be quiet, somewhere to undertake messy play and somewhere to eat. There are many displays that the children have made or photographs of the children undertaking activities giving the children a sense of belonging. The resources are displayed to encourage children to become independent by self-selecting for themselves what they would like to play with. Children can choose to play inside or outside. Many of the resources are changed regularly to keep the children interested and engaged. Equality and diversity are very well promoted with resources and celebrations of annual festivals and special events such as Red Nose Day and Black History Month. Children learn to respect and value their own cultures, as well as those of others. Staff demonstrated good knowledge about the procedures to follow to support children with special educational needs and/or disabilities or English as an additional language. The nursery has a special educational needs coordinator who attends relevant training, and works with other professionals if needed. Staff are aware of the need to share information with other early years settings to support children's learning. An inclusive service is effectively supported through excellent links with parents and carers. Detailed information is shared with parents and they are invited to workshops on the Early Years Foundation Stage to promote their involvement. Parents are sometimes involved in activities such as helping to celebrate festivals. Information is obtained from parents to identify children's needs. Parents are sometimes able to take resources away to support learning at home. Feedback is sought from parents. Parents are highly satisfied with the service provided. Children benefit because links are in place with a range of professionals, including speech therapists, fire officers, community police, and dentists. Professionals are invited in to discuss their role in the community which helps children to develop an awareness of the wider world. The nursery promotes a smooth transition to primary school by inviting a teacher from the local primary school, although this has not yet been extended to cover all the schools children

will attend, and staff do not yet take the children to see their new environment with a familiar person.

The manager has an accurate understanding of the work of the setting through the use of effective self-evaluation. This allows the setting to carefully analyse what it does and provides an opportunity to build on good practice and to set targets for future improvements. The manager ensures that parents and staff and children are involved in self-evaluation, which increases the effectiveness of target setting and establishes clear priorities. Recommendations from the last inspection have been successfully addressed, which reflects a positive attitude towards improvement.

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

Rigorous systems are in place to observe, monitor and reflect on children's learning. Staff use a variety of systems to record children's development, for example individual profile books are made including photographs and written observations related to the six areas of learning. These are all used very effectively to provide challenges for children and to promote their next steps in learning. Consequently children are able to make excellent progress in their learning as staff provide them with a range of stimulating and exciting activities. Staff skilfully use techniques to extend children's learning and development, and interact effectively with children, for example staff ask questions to encourage children's thinking. Consequently children are developing communication skills, numeracy skills and very good personal and social skills. Staff also support the individual choices made by children, which helps to ensure they remain interested. Children thoroughly enjoy their time at the setting and display a very good sense of belonging. Children work together and alone extremely well using their own imagination and initiative. They show great curiosity and a desire to learn and explore. The motivated staff team work closely together, providing high quality care every day. They display the children's artwork, developing the children's confidence and self-esteem as they proudly show their parents their work. The children express their own creative ideas through media like paint, dressing up clothes and puppets. Boys and girls are both encouraged to participate in all role play activities which promotes equality as well as creativity.

Children benefit from a well organised environment where they feel safe and relaxed. Children show they feel safe by their active capacity for independent learning. Children are developing an excellent understanding of the importance of keeping themselves safe as they play. They are clear about the nursery rules, for example they know they must not run indoors and they must walk up and down stairs carefully. Children use knives and forks appropriately at lunchtime. Children feel safe in the setting and they approach staff easily. They have developed good relationships with the staff team, enabling them to share any concerns or worries they may have. They show care and concern for each other and older children help the younger children as they play. Consequently children are able to flourish in a stimulating and caring environment. All staff regularly praise and encourage the

children's attempts and achievements, developing their self-esteem and confidence.

Children are developing a very good awareness of the importance of developing a healthy lifestyle. Children have excellent opportunities to enjoy fresh air and exercise through access to the outside area. They are provided with waterproof coats, umbrellas and wellington boots if necessary, ensuring children are able to play outside in bad weather. Staff use resources highly effectively outside to help children benefit from outside play. Children enjoy the opportunities to participate in physical play indoors and outdoors. A secure, separate area for babies has been created to allow them to enjoy being active outdoors. Outdoors children enjoy a varied range of activities including planting and watering plants, pedalling bikes, balancing activities and listening to a story. They develop an awareness of mathematical concepts such as quantity and size as they explore water play, pouring from large containers to small containers. Children develop problem solving and physical skills as they climb over and through the play equipment. Children's health is promoted by healthy, nutritious snacks and homemade cooked meals, incorporating fresh fruit and vegetables each day. Children's awareness of healthy eating is promoted by staff and consequently children recognise foods that are good for them. All staff are fully aware of specific allergies and dietary needs, ensuring these are met at all times. Children's independence is skilfully promoted as they decide when to take their snack, pour their own drinks and select their own fruit and clear their beakers away when they have finished. At lunchtime, children serve themselves and most use cutlery competently to eat their food. Children's health is promoted by a hygienic environment. Everyone is very aware of the importance of washing their hands to get rid of the germs before eating and after using the toilet. Staff preparing food hold a food hygiene certificate. All parents are fully aware of the sickness procedures, ensuring their child does not attend if they are unwell, preventing the spread of infection.

Children benefit from some opportunities to learn that are exceptional, for example children begin to develop French language skills with the help of a French teacher, and a drama teacher also comes in to provide creative activities. Children benefit from opportunities to develop their information technology skills and skills that will enhance their future economic wellbeing, for example by playing with the computer to extend their problem solving, reasoning and numeracy skills. These skills are also developed by a wide range of other activities and resources. For example children's numeracy skills are developed as they practice weighing and measuring ingredients for cake making. Writing skills are promoted as everyone is encouraged to practise their mark making skills in a variety of areas, for example, writing a prescription in the doctor's role-play area or labelling their pictures. The staff team are fully conversant with the requirements of the Early Years Foundation Stage curriculum. They effectively incorporate this into the daily provision. Extensive planning, incorporating each key worker's observations, ensures the individual learning and developmental needs of every child attending are addressed. Consequently children are able to make very good progress towards the early learning goals.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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