

Neasden Montessori School

Inspection report for early years provision

Unique reference number	137827
Inspection date	24/06/2011
Inspector	Jenna Hamilton-Heward
Setting address	St. Catherines Church Hall, Dudden Hill Lane, LONDON, NW2 7RX
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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

Neasden Montessori School is a privately run provision. It opened in 1985 and operates from a church premises located in Neasden in the London Borough of Brent. The setting is registered on the Early Years Register to care for a maximum of 35 children of these, not more than 3 may be under 2 years at any one time. The setting is open each weekday from 9.30am to 3.00pm during school term time. All children have access to a secure outdoor play area. There are currently 62 children aged from two years to under five years on roll. The setting provides free early education for children aged three and four years. The setting provides a service for the local community. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language. The setting employs six members of staff. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority advisory teacher and the area special needs co-ordinator. The setting follows the Montessori philosophy.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled due to the nurturing support they receive from the committed team of staff; they flourish as they develop positive attitudes towards learning and make good progress in their development. The setting's strong overall commitment to promoting equality and diversity enables all children to develop extremely high levels of self-esteem, and care and respect of others. Good partnerships have been established with parents and other professionals to ensure children are further supported. Effective self-evaluation makes sure priorities for development are identified and acted on; strong improvement has been made since the previous inspection, so the setting demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a daily record of the hours of children's attendance 15/07/2011

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

- take further steps to minimise risks to children on the premises by extending

the risk assessment to include everything with which children may come into contact, in particular include Montessori practical life activities and positioning of staff bags

- develop ways of displaying signs or labels in different languages and picture symbols to assist with communication to provide additional support to children learning English as an additional language.

The effectiveness of leadership and management of the early years provision

The setting is well organised with the required documentation maintained to promote children's safety and welfare. Overall, staff have effective policies and procedures in place, which include detailed recruitment and vetting arrangements to check staff's suitability to work with children. Security measures are put in place and are followed by staff to ensure that children are protected at all times. Risk assessments and on-going checks are carried out so children can play freely and safely, although not everything with which a child may come into contact has been included in the risk assessment. Staff inductions and on-going training help to ensure staff are clear of their roles and responsibilities and support their continual development. Children are safeguarded as staff have a secure understanding of child protection issues. Staff, who know the children well, ensure they feel comfortable, settled and secure. The setting has a strong commitment to continuous improvement, with staff, parents and children encouraged to contribute their ideas for future development; for example, the outdoor play area has recently been re-developed to enrich children's learning experiences. There are effective partnerships with outside professionals who offer additional useful support to children with special educational needs and/or disabilities.

The learning environment is well planned and equipped with Montessori materials, which are used effectively to promote children's learning. Staff work well together as a team to ensure that children's needs are supported effectively overall, although the environment lacks some signs to support children learning English as an additional language. Staff establish positive working relationships with parents and the regular two-way exchange of information with parents supports staff in meeting children's needs. Parents are provided with comprehensive information about the setting through the booklet and regular newsletters. Questionnaires are organised to seek parents' views on ways to further develop the setting. Parents receive regular information about their children's care through informal discussion with the staff, and parents are invited to meetings. Children's work is shared with parents and is sent home regularly to actively involve parents in their children's learning. Staff use diaries well so parents can observe their children and share details about children's development, which helps to promote continuity of children's care and learning.

The setting works well with the local early years advisory teacher to evaluate the setting's learning environment. The staff team is enthusiastic and focused on promoting children's learning, development and welfare. They are open-minded about trying new ideas from training. All take very positive steps to make improvements. All recommendations in the previous report have been addressed.

Consequently, the outcomes for all children and their experiences are positive.

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

Staff have a good understanding of how children learn. They use the Montessori method very well to coincide with meeting children's development needs against the Early Years Foundation Stage. Detailed observational assessments are completed to successfully monitor children's achievements and identify the next steps in their learning. Observations and assessments are carried out to monitor and ascertain each children's achievements within the learning areas. The next steps in the children's learning journey are then planned to ensure appropriate and consistent progress is made. Each child has a useful file containing examples of their work, photographs of them at play and their observations. These very clearly demonstrate the progress they make.

Children follow their interests and enjoy selecting their own activities both inside and outdoors, which successfully promoting their learning and development. Staff are close by to offer support and they interact well with the children. Children are confident and chatty, talking about what they are doing during their play. Children access art and mark-making materials to explore; throughout the nursery there is a good emphasis on creative development. Children are curious to look at the nature displays of birds' nests and snakes' skins on their nature table. The children enjoy matching photos from around the world to the different continents, and this is further supported by a continents box containing resources from around the world. Children have access to a variety of books as they enjoy sitting in the cosy book corner and relax as they read or browse their chosen ones. Outdoors, children enjoy making sandcastles, building blocks and digging, which gives children a wide learning experience.

Staff within the setting demonstrate a clear understanding of how children's good health is promoted and support children's effectively in this area. Children demonstrate a positive attitude towards being out in the fresh air. They bring in their own fruit, which they eat at the 'snack table' and enjoy chatting with their friends. Children demonstrate their independence skills as they help to wash up. Children learn about keeping safe within the setting through taking part in regular fire drills which ensures they learn about how to evacuate the building safely. They use real tools, such as scissors, safely.

Children are regularly praised for their efforts and achievements, which supports their self-esteem. They are beginning to learn to share and take turns well and some help staff to tidy away the resources. They are encouraged to have good manners and to be kind to each other. The interaction with the staff is warm and positive; children feel able to approach them with confidence to ask for help and support. Children contribute their own suggestions for activities by making their own choices about what they wish to do and by using resources in ways that they

decide.

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	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

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	2
The extent to which children develop skills for the future	2

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