

One World Montessori Nursery

Inspection report for early years provision

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Inspector Martha Darkwah

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

One World Montessori Nursery is privately owned. It opened in 2004 and operates within two halls, in Brook Green in the London borough of Hammersmith and Fulham.

A maximum of 52 children may attend the school at any one time. The school is open each weekday from 8.00am to 4.00pm Monday to Friday during term time. All children share access to a secure enclosed outdoor play area.

There are currently 58 children on roll. Of these, 30 children receive funding for nursery education. The nursery is registered on the Early Years Register. The nursery mainly provides for children in the local area. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. The nursery employs 13 members of staff, all of whom hold appropriate early years qualifications.

The school incorporates the Montessori Method of education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual care and learning needs, are carefully assessed and met very successfully. Exemplary practice across areas of the nursery, ensures the staff team promotes all aspects of children's learning and welfare. Staff members working with all age groups are qualified and experienced, and devoted to the ongoing well-being of the children in their care. Inclusive practice is excellent and the unique qualities of every child, are highly valued and respected overall. The management team and the nursery staff, are dedicated to maintaining high standards of care and education in the setting. They constantly strive to update and improve the provision, showing exceptional capacity to maintain continuous improvement. However, snack and meal time arrangements do not fully encourage children's independence to be highly effective.

What steps need to be taken to improve provision further?

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

- review the arrangements at snack and meal times, to give children more opportunity to develop their independence.

The effectiveness of leadership and management of the early years provision

Safe recruitment procedures are followed, which ensures that all members of staff are checked for suitability, at the time of their employment. Staff members attend regular refresher courses about first aid and child protection. This helps to keep the children safe. They have very good awareness of child protection issues and procedures. They know what signs or symptoms may indicate that children are being ill-treated, and the reporting procedures to fully safeguard children. The setting has well established and strong links with the relevant agency to ensure any safeguarding concerns are dealt with promptly, and in the very best interest of the children.

Rigorous risk assessment, indoors and outdoors, are carried out daily and are recorded. Children learn about safety in a well organised environment, that allows them to move around safely and freely. Their safety is further promoted as they participate in regular fire drills. Staff members are well deployed and closely supervise the children during activities, to enable them to take risks in a safe environment and on outings.

Resources are successfully deployed indoors and outdoors. This enables all the children to have free-flow play, and see what is available and make independent choices. Resources are readily accessible and available for all the children to experience. These include a wide selection of resources that promote positive images of diversity, disability and linguistic differences.

There is a great aptitude for continuous improvement; through the reflective self-evaluation, the identified areas for further improvements and secure systems in place to ensure ongoing progress. The nursery's self-evaluation is accurate and comprehensive, and is seen as an ongoing exercise. Consequently, staff members are fully informed, inspired and motivated through regular team meetings about areas for improvement. The management team and staff team work effectively with parents and other professionals, to evaluate their work and together they identify their training needs.

The promotion of inclusive practice is very good. The celebration of festivals, serves to acknowledge the uniqueness of the children who attend the setting. The children access a selection of resources that raise their awareness of diversity. Staff plan and provide a range of outings and very worthwhile activities, to broaden children's knowledge and understanding of the world around them.

They learn about the sounds and shapes of the letters of the alphabet through a commercial scheme which is effective.

The setting has very strong, well established links with other agencies to seek advice and support. The effective leadership ensures staff members are sufficiently supported to do their job. The management and staff team are encouraged to attend training, and recently attended curriculum planning training. As a result of ongoing training, they have improved the way they plan learning for the different

age and gender groups, with a strong focus on children's interest, views and ideas.

There is a very strong emphasis on partnership with parents, and effective systems are in place to ensure they are fully informed. Parents are clear about the systems in place to ensure they are very much involved, monitor and contribute to their children's learning. Parents were included in supportive systems, to help them in further supporting their children's learning at home. Opportunities are provided for parents to contribute their own skills, knowledge and interests to the activities of the nursery. For example, demonstrating how to play the harp and assisting on nursery outings. There is an active Parent Association, which is a channel of communication to the nursery on matters of concern, and of interest to parents. Parents are happy with the service they receive. Regular newsletters are well received and social events are very popular.

Useful information is posted in the entrance area for parents. A Wide-ranging set of policies and procedures are available, regularly updated to meet requirements, and promote the children's welfare.

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

Staff members have an extensive knowledge and understanding of the early learning goals. Consequently, they plan and deliver interesting activities, based on the six areas of learning, to meet the varying needs of individual children. They know the children extremely well, their ongoing areas of interest, and how they learn. For example, they clearly consult with children regularly, to obtain their ideas and thoughts. This is then incorporated into the process of planning. Children's learning journals reflect their ongoing excellent progress, given their starting points. Effective systems successfully evaluate children's achievements, regularly monitor and identify the next learning aspect.

All areas of learning are easily identified and well resourced in this child-centred environment. Children have plenty of opportunity to practise their writing skills. There are lots of written words and sign actions, to enable children to learn that print carries meaning. They patiently scan the books on the book shelf to find their favourite book. Staff members sit with them and read on an individual basis, or to groups of children. Children make excellent progress in their learning and development. This is because parents provide information in relation to their starting points and capabilities. Staff members use the information to plan and deliver an interesting and exciting environment, where all children have equal opportunity to access resources. Individual key persons ensure that observations and assessments are ongoing, and they pass information to other staff.

There is excellent support for children who have additional needs, and staff members have completed suitable training, to support families to access the help they need. The special educational needs co-coordinator is very alert to the early signs of need, that can lead to later difficulties in learning. Professionals such as speech therapists regularly visit the setting, to carry out work with children, advise

and support staff on regular basis. The one-to-one sessions, visual time tables and augmented stimulating environment, helps all children to follow the routine and structure of the day.

Plenty of activities that promote the development of literacy and numeracy skills, together with the regular use of a modern computer, a camera and battery operated toys, contributes effectively to children's future economic well-being. A range of activities that promote the development of children's literacy, numeracy and information technology skills, also contribute effectively to their future economic well-being. Children in the older group can easily find their own name cards and their own labelled trays. Some children can already write their names, using well formed letters. Staff place heavy emphasis on the development of children's vocabulary and understanding, before moving on to the more formal aspects of literacy.

Due to the excellent deployment of resources indoors and outdoors, as well as effective labeling in the setting, children are making very good progress in their communication, language and literacy skills. Older children can identify their name card and attach it to the wall display. There are numerous opportunities for children to develop mark-making, both inside and outside. Children use mathematical language in their play. They are becoming capable in counting. Staff use mathematical language in everyday routines, to support children in understanding concepts such as, size and shape. In the garden, groups of children work together, as they build 'walls' and 'towers' using rectangular vinyl blocks, mixing sand in child sized 'mortar mixers'. They happily negotiate with their peers; working out the right consistency, and problem solve why the emerging construction is tilting and wobbly. Children enjoy the support they receive from staff and happily involve them in their play, using challenging questions to extend their learning and promote meaningful play.

Children's health needs thrive, due to the outstanding practices within the nursery. The nursery provides freshly prepared healthy and nutritious meals for the children. These are according to their individual dietary needs. A minor weakness in the organisation of snack and lunch times, is the limited opportunity children have to develop their independence.

Children have access to water throughout the session, and they enjoy fresh fruit at snack times. Very good procedures are in place to ensure children receive the correct treatment if they are ill.

Children are well behaved because they are sufficiently challenged. They are familiar with the routines and early help to prepare for the next activity.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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