

# Wimbledon Park Montessori School

Inspection report for early years provision

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<b>Inspection date</b>	19/09/2011
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<b>Type of setting</b>	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**

Wimbledon Park Montessori is run by a private provider. It opened in 1991 and operates from two rooms in a purpose-built building. It is situated on a residential road in Southfields, in the London Borough of Wandsworth.

A maximum of 32 children may attend the nursery at any one time. The group opens five days per week during school term time and operates out of school care. Sessions are from 09:00 till 12:15 and 13:00 till 16:15. The nursery also provides a lunch club.

All children share access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and both parts of the Childcare Register. There are currently 82 children aged from two to under five years on roll. The nursery receives funding for early education. The nursery currently supports a number of children who speak English as an additional language. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications with one working towards one.

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

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The nursery has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

## **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 ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of the fruit

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

Children are thoroughly protected from harm and neglect as the staff have excellent knowledge and understanding of child protection issues and how to safeguard children. Robust procedures are in place for the recruitment of the staff and excellent checks are in place to ensure all staff are suitable to work with children. Children are kept safe and secure, due to clear, concise and comprehensive risk assessments for both the setting and for outings. Clear, accurate records are kept including attendance registers which enables the safeguarding of children. Children's safety is further enhanced as children participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. The setting's concise policies and procedures enables parents to be fully informed about all aspects of the provision. This enhances greatly the children's safety, health and welfare.

Resources are of a high quality which supports the children's learning and development very well. The children's outcomes can clearly be attributed to the excellent use of resources and how the staff conduct the activities. Children learn about festivals and celebrations from around the world at an age appropriate level. The staff ensure all topics are handled sensitively, and that all ages of children learn about the topics. Staff teach the children about their festivals and celebrations from their own backgrounds, and the staff take time to find out about the children's backgrounds and this is taken into account when planning to teach the children about the wider world. Consequently, children are able to have fun and progress with their development.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding well to their welfare and development needs. The provider is driving improvement through her ambition to train and improve both her knowledge and that of the staff through attendance on ongoing training courses. Staff have evaluated the setting extremely well and they have clear priorities and targets for improvements. Staff consult both parents and children in their self-evaluation. This ensures they get a clear picture from all users as to what they like and to what needs to be improved. This ensures the nursery is very responsive to its users. The nursery has excellent communications with both the parents and other agencies involved in the care of the children. Parents and staff have built excellent relationships which greatly benefits the care of the children. Parents are kept up to date with any changes to the nursery through the excellent use of newsletters, personal feedback and through the informative website. Staff work closely with the local authority to provide continual care for the children.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire new life skills. Children receive plenty of attention through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to resources and readily approaching the staff if they need help or a cuddle. Excellent steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when the children are free flowing between the inside and in the garden.

Excellent planning and written observational assessments are in place. Each child has their own individual planning in place and these are used extremely well by the staff to enable each child to progress well with their learning and development. The enriching learning environment contributes greatly to the children's learning experiences. Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. Children are clearly making excellent progress from their starting points.

All staff are consistent in their approach to behaviour management and take time to talk to the children about good behaviour and the importance of sharing. Given the children's ages and stages of development they are well behaved. Children work extremely well together especially when using the nursery's touch pad computers. They help each other when they get stuck. This enables the children to learn from each other. Children play and move around in a hygienically clean, tidy and well organised nursery, promoting their health and welfare. They enjoy healthy snacks and plenty of drinks. Children are offered and enjoy an excellent variety of fresh fruit. There are missed opportunities to further enhance the children's already excellent independence skills as children currently do not consistently prepare their own snack.

Children have their learning extended through the free flow system to the outside area. The staff use this as an extension of the learning experiences they have inside. This greatly enhances the children's learning as they are able to adapt the learning to meet the individual learning styles of the children. Children enjoy taken responsibilities of watering the plants they have just planted, and ask the staff for watering cans and take great care in ensuring the plants receive the right amount of water.

## 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

The quality of the provision in the Early Years Foundation Stage	1
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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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