

# Willow Park Montessori Day Nursery

Inspection report for early years provision

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**Unique reference number** 509616  
**Inspection date** 20/09/2011  
**Inspector** Tracy Weight

**Setting address** 19 Glenlyon Road, Eltham, London, SE9 1AL

**Telephone number** 0208 850 8753

**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

Willow Park Montessori Day Nursery is a privately owned and managed nursery. It opened in 1992 and operates from a large private house situated in a residential road in Eltham, South East London. Children have access to a large garden. The nursery is open Monday to Friday, from 8am until 6pm for 48 weeks of the year, and follows Montessori methods of teaching.

The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Child Care Register. They may care for a maximum of 30 children under 8 years; of these, not more than 20 may be under 3 years and of these, not more than 6 may be under 2 years at any one time. There are currently 40 children aged from eight months to under five years on roll, including children learning English as an additional language. The nursery provides free nursery education for three-and four-year old children.

The nursery employs a staff team of 11, which includes the proprietor/manager and operations manager, the majority of whom all hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff put a strong emphasis on providing a safe, warm and caring environment and as a result, children show that they feel secure and valued. Outcomes for all children, including those learning English as an additional language are satisfactory overall. Partnerships with parents and carers are good, and support children's learning well. However, planning and assessment systems are not fully effective, and the organisation of teaching methods is not consistently effective in meeting the needs of all children. The nursery is suitably placed to maintain continuous improvement.

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

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

- improve systems for observation and assessment, so that staff are able to plan experiences based on children's spontaneous play, both indoors and outdoors, in order to support children's next steps in their learning with enjoyment and challenge
- improve the range of healthy meals, snacks and drinks provided for the children to increase their understanding of healthy eating
- review the organisation of the learning environment to give children more of

- a balance of adult-led and child- initiated activities, and to improve their access to the outdoor area
- develop planning for the outside area to offer regular opportunities for all children to have the freedom to explore and be physically active.

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

There is a comprehensive range of policies in place which underpin staff's practice effectively. Safeguarding is given a high priority by the nursery. Robust recruitment procedures are effective in assessing the suitability of those who are employed to work with the children. Staff have a good knowledge of child protection procedures, and are confident in what they would do if they had concerns about a child. Risk assessments are used effectively to ensure a safe physical environment for the children.

The manager has a generally satisfactory understanding of what areas need to be developed to improve outcomes for children. The nursery has good systems for seeking feedback from parents and carers to help develop staff practice. Staff are actively pursuing further qualifications and undertake professional development activities. However these are not being used to their full potential to develop practice in line with the Early Years Foundation Stage and continually improve outcomes for children.

Overall, outcomes for children are satisfactory, including for those learning English as an additional language. Children learn to appreciate other cultures and beliefs through a range of activities and the positive images that are displayed. The organisation of the nursery supports children's learning satisfactorily, but overall staff do not have sufficient knowledge of the principles of the Early Years Foundation Stage. Although children have some opportunities to develop their learning through spontaneous play and child-initiated activities, this is inconsistent. As a result teaching does not always meet all children's needs and sometimes they lack interest and motivation for learning. Resources are clean and well organised, with some accessible to children. Planning for learning outside is satisfactory, but is not developed to its full potential to support those children who learn best in an outdoor environment with regular opportunities to explore and be physically active.

The nursery has made suitable links with other professionals to support individual children with specific needs. They link effectively with other settings providing the Early Years Foundation Stage, for example, childminders, and this ensures that there are coordinated plans for children's learning. Staff have good relationships with parents and carers. Parents appreciate the warmth and flexibility, and report that they are pleased with the care and education their children receive. There are effective exchanges of two-way information, and the contact books are used well to supplement verbal communication for the babies and toddlers. As a result children show that they quickly feel safe and secure in the nursery. Parents are well informed about current activities and topics, and have regular opportunities to contribute to plans for their children's learning. Parents enjoy being involved in special events, for example, the celebration of festivals and enjoy sharing their

home traditions.

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

Children make steady progress from their starting points. Behaviour is satisfactory overall, and children are learning to cooperate with others. They demonstrate that they know how to keep themselves safe, and they generally show care and concern for their environment and others. When they are engaged in their own play they respond with interest and enjoyment showing high levels of sustained interest in the activities provided for them. However, the structure of the day involves some children being engaged in adult-led whole group activities for far too long, and as a result they sometimes respond by becoming restless, and at these times behaviour is less appropriate, which affects their learning.

Staff observe children and make some notes of their observations and sometimes identify the next steps for children's learning. However, the quality of the observations is variable, and as a result staff do not consistently use the information gained to plan activities or interventions to help all children take the next steps in their learning. This means that whilst most children make steady and sometimes good progress in their learning, this is not consistently achieved.

Children are developing a sound awareness of the importance of developing a healthy lifestyle overall. They make their toileting needs known, and staff reinforce good hygiene routines. Children understand that they need to wash their hands after using the toilet and they enthusiastically clean their teeth after lunch. Children enjoy some healthy food and drink at snack time and through cooking activities, but overall the menu contains too much food which is high in sugar. Older children enjoy a good range of physical activities indoors and outdoors, they enjoy running, climbing, balancing on stilts, and jumping on the trampoline, and show good coordination and awareness of others. Older children enjoy their brisk walk to the park, and are beginning to appreciate the benefits of physical exercise. However, babies and toddlers have too few opportunities for daily fresh air and exercise.

Children are enthusiastic communicators, and they enjoy engaging in conversations with staff and their peers through their play. They talk enthusiastically about their walk to the park and the leaves and other natural items they have collected. They particularly enjoy the freedom to explore their environment at Forest School, and thoroughly enjoy learning about living things. They are beginning to learn that print has a meaning, for example, they recognise their own name as they find their places at the table. They recognise simple words as they select cards with the small tasks they would like to offer help with that day and place them by their names. Children count, recognise numerals and solve problems in their play and through routines. Older children are developing skills in using the computer and they concentrate and persevere as they try to match the pictures. Outside they recognise numerals as they put together their hop scotch, and count the number of skittles they have knocked over or the bounces they

manage on the trampoline. They play imaginatively and cooperatively. For example, in the outside area two children develop a very imaginative game of 'zoo's' taking on roles of the animals and zoo keeper. Children use a good range of tools safely and with very good control, for example, tongs pencils, glue spreaders, paint brushes, sponges, and scissors. Overall, children enjoy their time in the nursery and are developing sound skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met