

Lillingtons Montessori Nursery

Inspection report for early years provision

Unique reference number	129031
Inspection date	29/09/2011
Inspector	Linda Du Preez
Setting address	20 Chudleigh Road, London, SE4 1JW
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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

Lillingtons Montessori Nursery was registered in 2000 and is privately owned. It operates from the ground floor rooms of a Victorian house in the Ladywell area of Lewisham. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for 18 children, all of whom may be in the early years age range with none under the age of two years. Currently, there are 18 children on roll aged from two to five years. The nursery opens each weekday, 48 weeks per year. Sessions are from 8am to 4pm. The nursery is funded to provide free early years education to children aged three and four years. All children share access to three large open plan rooms and a secure enclosed outdoor play area. Children come from the local community area. The nursery supports children who are learning English as an additional language. There are five members of staff including the registered provider. Of these, one holds a level 5 qualification, two hold a level 4 and two hold a level 3. The nursery also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make consistent progress within the Early Years Foundation Stage in this well resourced and welcoming nursery. The Montessori principles embedded throughout the nursery result in all children being respected and valued as individuals. The manager and her team are committed to continuous improvement. Overall, staff meet children's welfare needs, with some minor areas for improvements. The strong partnership with parents makes a significant contribution to children's achievement and well-being.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.(Early Years Register) (Also applies to both parts of the Childcare Register)
- 04/10/2011

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

- develop the arrangements for sharing relevant information with practitioners in other early years settings children attend in order to ensure effective continuity and progression

- provide opportunities for children to develop healthy lifestyles by ensuring that children wash their hands before participating in all food preparation

The effectiveness of leadership and management of the early years provision

Overall, effective safeguarding procedures are in place and understood by staff. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. Regular fire drills develop staffs secure knowledge of evacuation procedures and promote children's safety in the event of an emergency. Staff have undertaken the relevant safeguarding training and are fully aware of their responsibilities to refer any concerns they have about the children's welfare to the relevant safeguarding authority. Children are cared for in a safe, secure and well-maintained environment. However, risk assessments do not record information on who conducted them, date of review or any action taken.

Self-evaluation is comprehensive and incorporates the views of staff, parents and children. The provider and manager are highly committed to driving improvement. For example, the manager's effective encouragement and support have made a significant contribution to staff's professional development. Staff tackle key priorities for improvement, which results in positive outcomes for children, such as, identifying ways in which to motivate writing skills and purchasing new resources to encourage all children to participate in mark making.

Children access an abundance of stimulating resources that promote all areas of development extremely well. They self-select resources indoors and outdoors, so are in charge of making their own decisions about what to do. Staff are highly skilled at captivating children's interests and they continually encourage their ability to think critically by asking open-ended questions, such as, why there are leaves on the floor and where they came from. Staff are very well deployed and offer an excellent balance of adult-led and child initiated play.

Equality and diversity is promoted throughout the nursery. Resources, such as dolls, posters and books reflect people from different backgrounds in a positive way. Children who are learning English as an additional language receive excellent one to one support and make good progress in their communication skills as a result. Staff have an extensive knowledge of children's backgrounds, this enables them to meet their individual needs extremely well.

Relationships between parents and staff are relaxed and well established. Parents complete questionnaires and attend regular meetings with key persons. Staff collate very useful information from parents about children's starting points, interests and routines when they first attend the pre-school. Parents comment on what an organised and welcoming nursery it is.

Partnerships with other professionals and agencies are securely in place; for example, the children go on walks to the local library. They visit local primary schools to ease transition from pre-school to a school environment. This process effectively helps to support partnership working and continuity for children and their families. However, links with other providers such as childminders, which some children may also attend, are not yet in place.

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

Children and parents are warmly welcomed. Children confidently leave their parents. The effective key person system ensures that children form strong attachments to staff. They receive cuddles and reassurance from staff, who show tenderness and kindness.

Children's records show initial discussions with parents about their children's starting points. Effective monitoring using the Early Years Foundation Stage ensures that learning priorities are established and implemented through planning.

Children communicate with exceptional confidence, talking with a great deal of enthusiasm about their activities. They enjoy making a positive contribution to the routine of the day; they tidy away equipment and are encouraged to develop their independence, but given lots of support when needed. Children make marks enthusiastically, producing recognisable symbols and letters. Staff encourage children to use numbers throughout their play, for example, counting out beads and matching numbers on a number line.

Children share and collaborate with each other; consequently, excellent relationships exist across the nursery. Children thoroughly enjoy highly stimulating visits to areas such as parks, the local library and the theatre, which successfully extends their learning experiences. They take part in a good balance of adult-led and child initiated play, which encourages them to think for themselves and make independent choices. Therefore, they contribute to their own learning and development effectively as well as gaining strong skills for the future. They particularly enjoy the newly purchased educational software.

Children's well-being and good health is mostly encouraged throughout the nursery. All enjoy eating tasty snacks, such as, fresh fruit and nutritious meals, including pasta and salad. Food is prepared fresh each day. They make great strides in their physical development and relish playing physical games using a good variety of equipment, such as, scooters, balls and balancing equipment. They learn to wash their hands after going to the toilet and prior to eating. However, staff do not implement this consistently, which increases the risk of cross infection.

Children learn how to use the environment safely by taking safe risks during outdoor play. They pack away toys when they have finished playing and tuck their

chairs in after leaving the table. This demonstrates how they are developing their personal awareness of safety. They are extremely well behaved. The nursery is calm yet vibrant. The staff work very closely together and are very positive role models for the children. They praise children for their good work, their caring and their contributions to the activities, consequently children feel valued and motivated to learn.

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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.(CCR) 04/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident.(VCR) 04/10/2011