

Townsend Montessori Nurseries (Forest Hill)

Inspection report for early years provision

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Inspection date	05/10/2011
Inspector	Lisa-Marie Jones

Setting address	1-5 Rojack Road, Forest Hill, Dulwich, London, SE23 2DF
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Type of setting	Childcare - Non-Domestic

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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

Townsend Montessori Nurseries (Forest Hill) is one of six nurseries run by Townsend Montessori Nurseries Ltd. It operates from five rooms in a purpose-built building. Children have access to an outdoor play area. The nursery is situated in a residential area within the London Borough of Lewisham. It is open each weekday from 7.30am to 7pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery may care for no more than 85 children in the early years age group; of these, not more than 43 may be under two years at any one time. The setting supports children with special educational needs and/or disabilities, or children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about the world around them. The nursery environment is welcoming and conducive to children's play and learning, both indoors and out. Facilities are utilised very effectively. The partnerships with parents and local settings play a significant part in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by the management team makes sure that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- continue to improve children's assessment records to show how planning of activities has aided children's progression
- improve the assessment systems so that parents and other professionals have input into children's next steps.

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because appropriate procedures are in place, should child protection concerns arise. Staff are trained in child protection and are able to demonstrate their knowledge of their responsibilities to safeguard

the children in their care. Risk assessment is effective in ensuring children's safety in the setting and when on occasional outings. Activities and resources promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards differences. Provision in the Early Years Foundation Stage is effectively led, because the management team has developed the overall awareness and understanding of the learning and development requirements for staff within the setting. Staff have good opportunities to refresh their basic knowledge, as well as being able to make good progress in their professional status.

The new planning and assessment systems that are in place are still being embedded by staff, however, they should enable children's capacity for acquiring knowledge and skills, as planning affords an in-depth look at children's interests and next stages of development. Parents and carers are made very welcome and relationships are positive, promoting children's welfare successfully, although not all parents have a clear input into their children's learning and development and contribute to observations and evaluations of children's next steps, but a new system is in place and once this has been embedded, should be effective. Staff are fully aware of the importance of working in partnership with other settings and professionals involved in children's care, especially for those children who have additional needs. Self-evaluation indicates that the setting is well aware of their weaknesses and strengths and they have implemented various strategies to promote better outcomes for children. Staff state that there have been considerable improvements since the appointment of the new manager and now the setting is fully staffed, they are able to concentrate on daily routines, such as planning and assessment. The management has a commitment to continuous improvement and are always looking at ways to strive for improvement and push standards to a higher level.

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

Children are very happy and enjoy a variety of activities that promote independent learning throughout the nursery. The programme of activities is well balanced, meeting the needs of children. New arrangements are in place to observe and assess each child's achievements, interests and learning styles, so that individual learning needs can be addressed. Activity planning takes account of the six areas of learning, so children's enjoyment and potential to achieve is good in all areas of their learning. Children are busy and focus well in chosen activities; they settle quickly to play and enjoy the company of others, in a relaxed atmosphere. They have access to a wide range of toys and equipment that are of the highest quality and are arranged within the Montessori ethos on low level shelves, thereby promoting children's independence. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations. Communication and language is developing well; children are articulate, ask questions and are inquisitive. They can manipulate tools such as scissors and have a developing interest in numeracy and problem solving through every day

activities. Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. At snack times, children organise themselves so they can self serve from the snack bar and are enthusiastic about trying different fruit. Children enjoy the outside space available to them and use the fixed play equipment with skill and have the opportunities to take care of others by looking after the chickens and rabbits.

Children feel safe in the setting, because adults establish close relationships with them, enabling children to readily approach adults and seek help if needed. There are good opportunities for children who have additional needs to make progress and feel settled, as staff develop close relationships with the children and are very aware of their needs and able to support them to develop and progress. Adults create an atmosphere and environment, which enables them to play happily and co-operatively with each other, feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

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: Met

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