

Mace Annex

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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.

Description of the setting

Mace Montessori Annex Nursery is one of three nurseries run by Mace Montessori Ltd. It opened in 2008 and operates from two play rooms in a ground floor annexe purpose built building. Children have daily access to an adjoining communal park. The nursery is situated in a residential area in the London Borough of Hammersmith and Fulham. It is open each weekday from 8:00 to 18:00 for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time. There are current 24 children aged from 2 years to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2. One member of staff has achieved Early Years Professional Status. The setting operates in line with the Montessori educational philosophy and provides funded early education for three- and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff work well as a team to promote all aspects of children's welfare. The nursery is sufficiently resourced to enable children to enjoy a range of play experiences. Through the organisation of the rooms children have many opportunities to develop their self-confidence and independence. Children's individual care and specific developmental needs are identified and appropriate action is taken to support them. Staff work closely with parents and other professionals in order to address these needs. Children benefit from the setting's approach where all children are valued as individuals and cultural backgrounds are acknowledged and celebrated. Systems in place identify the strengths and areas for improvement within the setting, and staff regularly attend training as part of their ongoing development.

What steps need to be taken to improve provision further?

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

- promote children's independence by enabling them to serve their lunch and drinks
- ensure all children are supported in their progress towards the early learning goals in all areas of learning by making systematic observations and assessments and using these to plan for each child's learning and development
- ensure when children are transferred from the main nursery there are systems in place to assess where they are in their learning and capabilities with regard to their starting points.

- develop a system of self-evaluation to monitor the provision and identify targets for improvement.

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

- ensure the safety of children is maintained with regard to the fire blanket being appropriately positioned in the kitchen (Suitable premises, environment & equipment)

21/04/2009

The leadership and management of the early years provision

The learning environment is organised with a balance of child-initiated and adult-led activities where children are able to use the prepared space fully, working in all areas, alone and with friends. The nursery provides a wide range of Montessori materials as well as additional resources, such as a home corner where children role play practical life situations. There are opportunities for children to learn outdoors and develop their large motor skills. Through the theme of the month children learn about the different seasons of the year. Staff are effectively deployed, ensuring that children are well supervised during activities. They have a clear understanding about how to keep children safe. Risk assessments identify safety issues, staff have a sound knowledge of appropriate child protection procedures and good hygiene is practised by staff and children. The intercom systems in place ensure that intruders cannot gain entry unseen and the named parents or carers sign in and out when they bring and collect their children to and from the nursery.

The setting has started to self-evaluate their practice and the manager has identified aspects for improvement. This is the setting's first inspection and there were no recommendations made at registration. Robust recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. There are clear policies and procedures in place, ensuring that children's welfare is promoted, and these are readily available to parents. Some records and information relating to individual children are in place, well maintained and suitably stored to ensure confidentiality. However, with regards to children's starting points, there are no systems in place to assess where children are in their individual learning and capabilities when they are transferred from the main nursery.

Staff ensure that parents provide detailed written information about their children's individual needs, including any disabilities, learning difficulties or cultural and linguistic requirements. The setting works well in partnership with parents and is proactive in identifying any additional help required for children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience.

The quality and standards of the early years provision

Children enjoy their time at the setting and are happy, secure and safe in the environment. Children are generally making progress in all areas of learning. Staff have recently attended training in the Early Years Foundation Stage Statutory Framework for learning and development. In conjunction with their knowledge gained staff use this with the Montessori curriculum to plan a learning environment that offers children a range of stimulating and challenging activities. Through observation recordings staff identify what children can do and use this to plan activities; however, they do not use this information to assess and evaluate where children are in their learning so that clear individual learning intentions can be reached. In addition to this there is no system in place to assess the starting points of children that are transferred from the main nursery. As a result, children's progress in their learning and capabilities toward the early learning goals is not sufficiently promoted.

Displays of staff's and children's photography, art work and posters make the environment welcoming to both children and their parents. Resources are presented on low level storage units and table top activities, allowing children to confidently select their own materials. When children are finished they take responsibility for replacing work materials ready for others to use. This encourages children to be responsible and develops their sense of independence.

Children have many opportunities to use movable alphabets for word building, write names on artwork and recognise their own and other children's names by initials on coat pegs. Children are provided with writing materials so that they can write for different purposes. For example, children in the home corner are having lots of fun as they role play being in a restaurant. During this time one child pretended to be a waiter and with paper and pencil in hand the child asked the children 'and what would you like to have?' One child replied 'ice cream' and the other children said 'coffee, please'. Children recognise numerals such as one to nine and above; they have opportunities to count rods, pegs, spindles and other objects in the environment. In other situations children use language such as big, small and triangle to describe shape and sizes. Children use everyday words to describe positions during music and movement activities.

Children have opportunities to develop their growing abilities. For example, some children show how independent they are as they tie their shoelaces and all the children put on their coats as they get ready to visit the communal park. Children participate in project work. During this session children find out about different seasons of the year. For example, how trees blossom during spring time. Children working in different groups make collages of trees with coloured tissue papers. In other situations children handle malleable materials such as clay as they create bugs that come out during spring time. Staff talk with children about information and communication technology. Children have access to computers both at home and at the nursery.

Good provision is in place for the meals and snacks, which are balanced and reflect children's individual dietary and religious needs. Mealtimes are a social occasion

where children sit and eat together. However, older children are not given the opportunity to serve themselves and pour their own drinks.

Children's safety is given good priority; staff carry out thorough risk assessments every day when children visit the park and some safety equipment is in place to ensure children are safe on the premises. Children are knowledgeable about safety as they hold hands and walk in pairs when they go on visits to the local communal park. However, the fire blanket in the kitchen is not appropriately positioned.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 21/04/2009

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 21/04/2009