

Merry Gold AMI Montessori

Inspection report for early years provision

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Inspector	Anita Clifford
Setting address	Murray Park Hall, Kneller Road, Twickenham, Middlesex, TW2 7DX
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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

Merry Gold Montessori is a privately owned nursery, which opened in 1990. It operates from Murray Park Hall in Whitton in the Borough of Richmond-upon-Thames. The premises include a main hall, one adjoining small room, toilets, kitchen and a large indoor storage area used for creative activities. All children share access to a small outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 35 children may attend at any one time, all of whom may be in the early years age range. There are currently 42 children aged from two to five years on roll. The nursery is open on Monday, Tuesday, Thursday and Friday from 8.45am to 12.30pm. Some children stay until 1pm on Monday and Thursday to have lunch. The nursery operates for 38 weeks of the year, term time only. It is funded to provide free early education to children aged three and four years. It follows a Montessori philosophy and links children's learning with the outcomes and principles of the Early Years Foundation Stage. The nursery serves the local and wider community. It supports children who are learning English as an additional language. There are six members of staff and of these, five hold appropriate early years qualifications. The nursery works in partnership with the local authority Early Years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery promotes most aspects of the Early Years Foundation Stage well. As a result, children make good progress in their learning and development. Staff successfully meet children's individual needs, including those learning English as an additional language. Staff work well with their early years consultant and other educational partners to improve outcomes for children. Partnerships with parents are generally good. The management and staff team evaluate their practice effectively to develop ideas to ensure the continuous improvement of the nursery.

What steps need to be taken to improve provision further?

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

- review the use of space around the trampoline to give scope for free movement and well-spread activities
- improve communication with parents to enhance their involvement in reviewing children's progress.

The effectiveness of leadership and management of the early years provision

Management and staff show a good understanding of safeguarding children procedures and follow robust policies. All staff are subject to thorough background checks to assess their suitability. Risk assessments are generally robust and staff maintain the attendance register effectively to support an emergency evacuation. Regular fire drills maintain and improve safety in the nursery.

Stimulating resources, such as a large box with foliage, dinosaurs and pine cones, inspire children to explore and investigate. Staff generally organise resources well, although the trampoline does not always have enough space around it to enable children to access it fully. Management and staff work hard to ensure that resources are fully sustainable.

The nursery has effective partnerships with local businesses and professionals, such as the local carpenter who shows children how to hammer nails safely. Children learn about the wider community and keeping safe by meeting people with various skills and professions, such as fire-fighters, the local police officer and dentist. Good partnerships with local schools successfully enhance continuity for children.

Staff promote equality and diversity well. Children celebrate different cultural festivals creatively, for example, by making flowers and dragons. Interesting discussions and stimulating stories further enrich their language development and understanding of the world around them. Staff helpfully provide parents with dual language books, where appropriate, to further support children who are learning English as an additional language. An effective key person system supports the individual needs of children at all times.

The management team works closely with parents and an early years consultant to evaluate practice and make consistent changes to benefit the nursery. They have made considerable improvements to planning and observation processes, which now successfully build on children's interests and achievements. Staff take into account children's ideas when planning activities, which empowers children to make choices about their environment.

Relationships with parents are mostly good. Parents are welcome to come into the nursery to read stories in their home language. They accompany children to the park twice a week to support staff and to experience nursery activities. Staff effectively inform parents of their children's progress through annual meetings and informal discussions, although some parents comment that they would like further information on a more regular basis.

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

Children behave well and show respect to one another and to staff. They demonstrate interest and confidence by making their own choices and initiating their own learning. They benefit from the welcoming atmosphere which staff create, such as playing music in the background. Children are making good progress in their learning and have access to a wide range of resources. Children who are learning English as an additional language receive good support from their key person. All children benefit from the staff team's thorough observations of their progress and plans for stimulating activities to support each child's next steps in learning.

Children effectively secure the skills they need for their future learning. They display good social and language skills as they share books and engage in conversations with their friends. A variety of interesting resources helps to develop children's understanding of size; for example, children sort different lids and bottles and they fill bowls and china cups with different quantities of rice. They show great concentration in these activities. They successfully develop further language and numeracy skills as staff incorporate these into daily routines, such as cutting fruit and talking about numbers. Children successfully learn about the local environment and community by taking part in various outings; for example, they visit an old people's home and the post office where they learn about posting letters. They learn about recycling from an early age, which will serve them well in the future.

Children effectively develop their physical skills in a variety of ways; for example, they run quickly and slowly to music and march in a line using a variety of instruments. They enjoy the freedom of riding on cars and tricycles, both indoors and outside, which supports them in developing their co-ordination skills and a sense of space. Children are generally able to use space in the building effectively to enjoy the activities on offer; however, the position of the trampoline does not always enable children to use it successfully.

Children show a good understanding of a healthy lifestyle and how to stay safe. Some children wash their hands independently before they eat while others benefit from staff support. Children have a choice of different fruits at snack time, which they help to wash and prepare. They effectively learn about kitchen safety with support from staff. They also learn about important safety procedures during outings to the park. They clamber on the equipment and respond well to staff, listening carefully to instructions to keep safe.

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