

St Mary Magdalen Montessori Nursery School

Inspection report for early years provision

Unique reference number	509699
Inspection date	02/11/2011
Inspector	Deborah Jane Orchard

Setting address	61 North Worple Way, Mortlake, London, SW14 8PR
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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

St Mary Magdalen Montessori Nursery School opened under the present owner in 2000. It operates from three rooms in a church hall at Mortlake, in the London borough of Richmond-upon-Thames. The nursery school is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It may care for maximum of 43 children aged from two to under eight years, all of whom may be in the early years age group. There are currently 42 children on roll in the early years age group. The nursery school opens each weekday during term time from 9.10am to 12.20 pm with an extended day to 2.45pm on Thursdays.

There are 13 members of staff employed to work with the children. Of these, 11 hold early years and Montessori teaching qualifications. Montessori teaching methods are used, alongside modern approaches to teaching. Additional sessions in ballet, French, music and football skills are offered to all children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in all areas of their learning and development. The staff provide a stimulating variety of activities, enabling children to make a positive contribution that is a particular strength of this setting. Overall, the nursery school is well organised to meet the needs of children. The staff work effectively together, providing an inclusive environment where all children are made to feel welcome. The staff share a vision for the nursery school's future and show a good capacity 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:

- provide opportunities for children to move freely from indoors to outside

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding procedures, as they all participate in relevant training. This enables them to know what steps they need to take if any concerns were to arise. There is a named child protection officer and a suitable policy. In addition, an informative safeguarding board is used to display all related information. Detailed risk assessment is carried out for all areas of the

premises used by children and for any outings undertaken. This is used as a check so that potential hazards are quickly identified and reduced. There is a comprehensive range of policies and procedures available, which supports the efficient and safe running of the setting. These documents are reviewed regularly and shared with parents.

The enthusiastic staff work effectively together as a team. They share responsibilities and contribute to staff meeting discussions and future plans for the nursery school. The staff have a positive attitude towards further development, regularly attending relevant training courses to enhance their knowledge. Written self-evaluation is effectively used to help support the team in identify strengths and weaknesses and to drive further improvements. Staff have effectively addressed recommendations made at the last inspection and given by the local authority early years team; this demonstrates their good capacity to improve.

Overall, the nursery school is well organised. The resources are stored at the children's level, enabling them to make choices in their play. Although, children have opportunities to go outside to play, they are not able to freely move between the indoor and outdoor environments. The nursery school is welcoming and provides areas for children to relax and have quiet time, as they choose. The effective use of the key person system ensures children's individual needs are addressed. Staff recognise that each child is unique. They value and promote equality and diversity through daily activities and provide stimulating materials, which reflect the wider community.

Effective relationships with parents and carers ensure good continuity of care for children. Staff value the views of parents, carers and children, seeking their ideas and feedback. Information received indicates that families are happy with the service. A good range of information about the nursery school is readily available and on display. Daily, verbal communication and regular meetings enable parents to share information regarding their children's progress. Children benefit from the good links that staff establish with local schools; supportive communication helps ensure a smooth transition when they move on to school. The staff work effectively with other agencies who provide services and care for the children.

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

The staff have a good understanding of the Early Years Foundation Stage framework and the Montessori approach, which they link together effectively. Observations and plans for each child show that children are making sound progress in relation to their starting points. Individual records of children's development are kept and shared with parents. All children are treated with equal concern in this inclusive setting.

Children clearly enjoy their time in this friendly and stimulating environment. They

have a strong sense of security and belonging, sharing warm and trusting relationships with the caring and supportive staff. This enables children to have confidence to fully participate in activities. Children know what is expected of them and behave exceptionally well. They understand how to be kind to each other and share their toys. They take responsibility to tidy up when they finish playing.

Children chat happily to one another and to adults; they express their views and share their ideas as they engage in role play. For example, they explain what they are putting in their 'shop' and 'restaurant' and talk about the things they like to see there. Staff ask children open questions during activities to extend the vocabulary. For example, they talk about the different colours they are using during a cooking activity. Children concentrate as they look at photographic cards and name which ones rhyme with their chosen image. They enjoy looking at books independently and listening to stories in a group.

Children are developing a good understanding and respect for others. They play with the small world figures, which positively reflect people with a disability. Children excitedly look at the photographs of their Diwali celebrations. They understand how things work as they press buttons on the computer and delight in using the digital camera to take pictures of their creations. Children have frequent opportunities to problem solve, using the Montessori equipment. They organise pegs in sequence and use rods to measure size. They learn about the natural world, as they plant and use magnifying glasses to explore outdoors. Children enjoy being creative, using a variety of materials, and proudly look at their own creations, which are on display.

Children are developing a good understanding of healthy lifestyles. They enjoy a variety of fresh fruit and vegetables at snack time, which they help to prepare. Children learn which foods are nutritious, as they look at their healthy eating display. They have regular opportunities for physical development, participating in a variety of activities, including football, dance and outside play. Children effectively learn how to stay safe through discussions and by participating to practise evacuation procedures.

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	1
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