

# Montessori On The Park

Inspection report for early years provision

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**Unique reference number**

EY260772

**Inspection date**

08/11/2011

**Inspector**

Lynn Wordsworth

**Setting address**

St. Marks Church, St. Mark's Gate, London, E9 5HT

**Telephone number**

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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

Montessori on The Park Day Nursery opened in 2003. It operates from four rooms in converted church premises in the London Borough of Tower Hamlets. The nursery is open each weekday from 8am to 6pm 48 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 59 children at any one time. There are currently 59 children on roll in the early years age range and they attend at different times of the week. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special educational needs and/or disabilities and who are learning English as an additional language. There are 28 members of staff, 22 of whom hold appropriate early years qualifications.

Montessori on the Park is an independent school following the philosophy and principles of the Montessori method of education.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a generally welcoming environment for children, where they enjoy a variety of interesting play activities. There are good opportunities for children to learn through play as they explore in an inclusive atmosphere. Overall, staff work closely with parents to support children's learning and well-being. Overall, children are kept safe although risk assessments do not cover all areas of the environment that need checking. The nursery manager is committed to working with staff towards the continual improvement of outcomes for all children.

## What steps need to be taken to improve provision further?

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

- help parents understand more about learning and teaching, for example through workshops on important areas such as play
- create a more rich and varied learning environment in the baby room, for example by displaying their work
- make sure that the risk assessment covers anything with which a child may come into contact with.

## **The effectiveness of leadership and management of the early years provision**

The nursery has effective procedures in place to promote the safeguarding of children. There are robust recruitment and vetting procedures to help ensure that staff are suitable to be working with children. Staff know what to do if there is a concern relating to child protection. The manager and staff make risk assessments of the nursery although these do not cover everything with which a child may come into contact. For example, children manage to access and throw wooden blocks stored on child sized shelving.

The manager encourages staff to reflect on their practice and evaluate the quality of the provision by holding regular meetings. She is proactive and dedicated to developing performance so that staff can continue to improve outcomes for children. Staff are well deployed throughout the nursery, taking responsibility to present different learning experiences. They are good role models who actively support children to make their own decisions. Displays and pictures of children's play development and learning ensure children feel unique and valued. However, the baby room does not provide such a rich and varied environment since children's work is not displayed.

The nursery's varied range of equipment and resources is suitable for children of differing ages and abilities. They are arranged at low level so that children can make independent choices. The nursery celebrates diversity with positive images. Welcome signs in different languages around the nursery give children and families a sense of belonging and of being valued. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events. They learn French and find out about their own and other countries. This ensures that they learn to value aspects of their own culture and to find out about the diverse society in which they live. Staff actively promote equality of opportunity and liaise with parents and other professional organisations to support and meet the individual needs of children's with speech delay. Staff are bilingual and use words in the children's home language to support those who speak English as an additional language.

Staff establish inclusive systems of communication with parents which result in good partnerships and engagement. Parents receive detailed information about all aspects of the nursery through a comprehensive brochure. They have daily discussions with staff which keep them informed of their children's achievements, development and welfare. They are invited to contribute what they know about their children's interests when they first start to attend. Parents comment they have been made to feel very welcome and that new children are settled in with great care. They attend evenings to share and discuss the information in their children's learning journeys. However, they do not have the opportunity to understand more about children's learning and the importance of play, for example by attending workshops.

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

Staff have a very secure understanding of the Early Years Foundation Stage which enables children to make good progress towards the early learning goals. Staff observe the children's individual learning and record their achievements in learning journeys. Observations are consistently recorded for all areas of learning and next steps are identified. Staff analyse the information they have obtained to challenge and extend children's learning as they play.

Children arrive at the nursery happily and separate from their main carers well. Effective settling procedures, such as additional reassurance and distraction, enable new children to settle into the nursery well. Pre-school children develop their creative skills as they make models from junk and select coloured paints to decorate them. They are developing very good communication skills as they talk animatedly about a range of subjects, such as, travelling on a train and taking photographs with a camera. Pre-school children develop their numeric and investigation skills as they add ingredients and feel the changing texture when making dough. They are inquisitive learners, fixing the handle to the pasta machine and turning it to shape the pasta they have made. Toddlers develop their physical skills as they ride bikes, run and play hide and seek. They also enjoy their trip to the park where they extend and challenge their skills on the play equipment. Toddlers enjoy exploring as they place items inside tins, stack cups and thread different sized tubes inside each other. Babies explore the different textured items in treasure baskets. They laugh as the staff wave material over their heads and enjoy wrapping themselves in the material. They understand what staff are talking about. For example, they become excited and nod when they hear the staff talk about setting out the shredded paper. They confidently step inside and enjoy the feeling of the paper crunch against their feet. All children make good use of information and communication technology. For instance, they use various programmes and equipment competently and know how to use a digital camera. They are learning to negotiate with one another.

Children show a strong sense of belonging in the nursery and appear settled and happy. They are learning to play safely although at times babies respond a little negatively by throwing toys. Pre-school children show that they have a good understanding of safety when filling glass jugs with water and using knives to cut fruit which is always available to eat. They are learning about a healthy lifestyle, as they eat healthy foods which are freshly prepared by the cook. They demonstrate good personal hygiene routines, such as washing hands before eating and after outdoor play. Pre-school children show that they understand the importance of healthy eating as they say, 'if you eat vegetables you will get strong and healthy, they help you grow, and they give you more energy'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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