

Barnes Montessori Nursery

Inspection report for early years provision

Unique reference number 511421
Inspection date 30/11/2011
Inspector Jenna Hamilton-Heward

Setting address Lonsdale Road, Barnes, London, SW13 9QL

Telephone number 020 8748 2081(sch) 0208 876 9628 (home)

Email ambtrue@aol.com

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

Barnes Montessori Nursery was established in 1969. It operates from three rooms in a sports club situated in Barnes in the London Borough of Richmond. The nursery is registered on the Early Years Register to care for a maximum of 50 children at any one time. There are currently 52 children aged from two years to under five years on roll. The nursery follows the Montessori philosophy. It is open each weekday during school term times from 9.20am to 12.20pm, with extended sessions until 3pm every day except Fridays. Children have access to a secure enclosed outdoor play area. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 10 members of staff. Of these, five hold appropriate early years qualifications. The nursery receives support from the local authority advisory teacher and the area special educational needs co-ordinator.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an extremely welcoming and inclusive environment for all children and their families. Children make exceptionally rapid progress in most areas of their learning and development. Staff have excellent strategies in place to meet the needs of all children, recognising their uniqueness and supporting them so that no group or individual is disadvantaged. Very effective planning and assessment systems are in place to support and enhance children's learning and development. Children benefit from outstanding partnerships between staff, parents, and other professionals involved in their care. Exceptional reflective practice clearly identifies areas for continued progression, which results in well-targeted and sustained improvement to the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reconsidering the organisation of group times to promote children's concentration.

The effectiveness of leadership and management of the early years provision

The principal creates an exciting place where children are very secure and

particularly confident in their environment. She takes the nursery's responsibilities for safeguarding children very seriously. A comprehensive policy is in place that all staff fully understand and implement. The staff team are extremely clear about their responsibilities for working in partnership with parents and outside agencies to promote children's safety. Staff meticulously carry out highly effective risk assessments and daily checks. Comprehensive records, policies and procedures support the safe and efficient management of the nursery. Robust recruitment, vetting and induction systems are in place to assess the suitability of staff to work with children.

The staff team work very effectively around the nursery. They interact very well with children during play and respond to any individual needs. The very successful key person system supports all children to feel secure in their environment. The key person is responsible for the continual monitoring of children's care and learning progression, which works very effectively. The premises are extremely well-resourced with Montessori equipment. Staff organise resources very well to meet the needs of all children, which helps to promote many early independence skills. Consequently, children successfully make choices and initiate their own ideas.

The staff team promotes equality and diversity exceptionally well, which supports children's awareness of the society in which they live. Children celebrate festivals and special events from around the world. They access excellent resources that reflect positive images of people from different cultures. Children with special educational needs and/or disabilities receive excellent support, as staff effectively plan for their individual needs.

The nursery has excellent partnerships with parents. Parents are exceedingly well-informed about their children's progress. Staff share children's achievement records and meet with parents both formally and informally throughout the year. Parents are extremely happy, feel involved with the nursery and know their children thoroughly enjoy their days. Parents contribute to their children's learning which helps improve learning outcomes. For example, parents attend informative training events to help them understand the Montessori method in relation to the Early Years Foundation Stage.

There are highly effective partnerships with outside professionals who offer additional support to children with special educational needs and/or disabilities. As a result, such children become competent learners with outstanding support from staff. These valuable relationships enhance children's overall ability to enjoy and achieve. The whole staff team is extremely effective in meeting the needs of all children and promoting their achievements.

The nursery team constantly reflect on practice and there is a clear vision for its future, which involves all staff. The development plan gives each staff member individual responsibilities to help improve outcomes for children. Staff evaluate the provision accurately, producing extremely well chosen targets for improvement. They work exceedingly well with the local early years advisory teacher to evaluate the nursery's learning environment. The staff team take very positive steps to make improvements. Consequently, the outcomes for all children and their experiences are extremely positive.

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

The highly committed staff are experienced in childcare and well-qualified in Montessori principles and practice. They use the Montessori method well alongside the Early Years Foundation Stage. Children make exceptional progress in their learning in relation to their capabilities and starting points. They show high levels of interest and independence as they select their own activities from the low-level shelves. Staff are close by to offer support and they interact very well with children. This support has a very positive effect on all children, including those learning English as an additional language. Children play a dynamic role in their learning and, wherever possible, offer ideas and respond to challenges with great enthusiasm. They generally concentrate very well, although some children lose interest during group circle times. Children's key persons plan for them individually to meet their needs and establish their next steps in learning. They monitor children's progress carefully, integrating Montessori systems extremely well. Staff demonstrate and use the Montessori resources skilfully to support children's learning and to encourage their progression through the tasks.

Children develop excellent skills for the future as they show great curiosity and a desire to explore. They access an exciting range of resources, which enables them to explore early reading and writing skills. They use the well-presented Montessori equipment to learn about solving problems and developing mathematical concepts. They explore other people's differing needs and cultures through a range of festivals and activities, which parents also enjoy.

Children develop an excellent understanding of a healthy lifestyle. They show a very good understanding of hygiene practices while they wash their hands. They independently pour drinks and prepare their own snack. They demonstrate an extremely positive attitude to being in the fresh air, and enjoy daily exercise outdoors, especially on their veranda. Children are secure and develop a very strong sense of belonging. Key persons know them very well and with whom they form strong bonds. Behaviour is exceptional as staff are excellent role models. Children show an exemplary understanding of safety issues as staff talk to them about 'ground rules' and how these 'keep us safe'. Children use a wide range of resources, such as knives to cut fruit, and know how to handle these safely.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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