

Buds To Blossoms Montessori Day Nursery

Inspection report for early years provision

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Inspection date	10/01/2012
Inspector	Maria Conroy

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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

Buds to Blossom Nursery is one of two nurseries run by a private provider. It was re-registered by Ofsted in 2011, having been previously registered at the same premises. It operates from the first floor of a church hall in Northolt in Middlesex, with no lift access. The group has access to a large play room and a separate smaller play room. There are toilets and a nappy changing area on the same floor. There is a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. It is registered to provide care for a maximum of 35 children aged under 8 years; of these no more than 10 of these may be aged from one year to under two years. There is no provision for babies aged under one year. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. There are currently 26 children on roll. The nursery is able to support children who have special education needs and/or disabilities. There are five members of staff, all of whom hold an early years qualification, two of those staff are qualified to degree level. The nursery follows both Montessori and traditional teaching methods and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and staff know their individual needs. Children make good progress in their learning and overall, this is well documented. A key strength is the regular self-evaluation by the manager and staff. This helps ensure that priority for development is identified and acted on, resulting in provision that responds to all users' needs and drives continuous improvement. Systems to support children's health and safety are generally good. Partnerships with parents and other professionals is successful, therefore children receive the support they require.

What steps need to be taken to improve provision further?

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

- enhance the records kept about children's learning through the use of photos and words; use these to talk to children and parents about the learning that has taken place.
- develop awareness of responsibilities under food hygiene legislation including registration with the relevant Local Authority Environmental Health Department

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among staff in the nursery; nominated officers have completed training and the nursery have recently reviewed all their safeguarding procedures. Children are safeguarded by the effective recruitment procedures. All staff working with children have criminal record checks and there are suitable systems in place to supervise staff who are awaiting clearance. The setting identifies and takes steps to eliminate dangers as part of their risk assessments on the areas used by the children, helping children to keep themselves safe.

The setting has been working with the early year's consultant who supports them and has identified a number of areas which they have addressed. There are effective systems in place to appraise staff and identify areas for professional development, which enables staff take part in appropriate training throughout the year. Staff meetings enable staff to bring items to the agenda including areas they think the nursery could improve upon. Management and staff drive continuous improvement by continually evaluating their practice. They regularly seek parents' and children's views of their service, involving them in areas for further development.

The setting has an interesting range of resources which are of good quality and are attractively presented to encourage children to investigate and explore. The resources are used well to promote children's learning. Play areas are enhanced by displayed signs, symbols, words and pictures to support children's language, literacy and numeracy skills. Children have regularly opportunities to play outdoors as part of the daily routine; the area fully supports all six areas of learning and provides exciting and interesting materials for children to use, such as lengths of guttering near the water tap.

Staff have a good knowledge of children's individual needs. When children begin their placement, staff gain information from parents about children's specific needs and use these to plan for individuals. Children with specific needs have a care plan enabling staff to clearly identify and agree with the parents how to meet the child's needs. There are a good range of resources to promote positive images of diversity including posters of different abilities and dolls from different cultural backgrounds. Children are learning about other cultures and their own, through the means of planned activities, to which the parents contribute, for example Diwali.

The setting has positive relationship with parents and relationships are well-established. A parent's notice board displays information such as healthy lunch boxes, planning, and information about the Early Years Foundation Stage. Parents and carers are kept well informed about their children's achievement, well-being and development through discussion. In addition, regular parent's events are planned enabling the key person discuss in detail their child's progress. The nursery has successfully established links with the early years consultant, who has supported them in providing individual education plans for those children who

require one.

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

Staff have a good knowledge of the learning and development and welfare requirements, which promotes children's learning, and well-being. Staff undertake observations on the children and analyse the information obtained to identify and plan for their interests and next steps for learning. There are effective procedures in place for tracking children's progress in the six areas of learning and to monitor where children require further support or challenge. Developmental records are clear, but do not include photographs to enable children to be more involved in their own learning, or provide a valuable memento of children's progress for parents. Staff actively engage with children and support them in their play, asking open-ended questions to make children think for themselves and promoting learning opportunities.

Children's language and literacy skills are continually promoted; as they explore books in the cosy book corner, which is made attractive with the use of puppets, soft toys and comfortable seating. They enjoy singing their favourite action songs enabling them to develop physical skills. Mathematical concepts are incorporated into their daily play for example; when they build a tower, they count how many blocks they have used or how many cups to fill the bucket with water. Children's knowledge and understanding of the world is supported as they enjoy watering the plants and looking after their pet snails. Children's knowledge of information technology is fully supported as they use the computer, and learn how to use programmable toys, such as the keyboard.

Children are very emotionally secure and develop a sense of belonging due to the receptive staff and daily routines. A successful key person system is in place which fully supports children especially in relation to individual planning. Children are learning to keep themselves safe. When they go down the stairs, they tell staff they have to hold onto the banisters. They hold onto the caterpillar rope, as they make their way to and from the garden area. Children actively take part in head counts, when they leave the nursery and arrive in the garden.

Most children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, washing their hands before eating. Children learn where food comes from and take onion bulbs home to care for. Staff heat food provided by parents, although there are no formal procedures to monitor food temperature. Children engage in a range of physical activities, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They enjoy riding bikes, following actions to their favourite songs and climbing up the slide.

Children all appear settled and happy; they are confident showing good levels of self-esteem and build strong relationships within the setting, with both adults and their friends. Children are learning to take turns and share. Their behaviour is good

and they are beginning to show a good awareness of responsibility. For example, they help staff tidy up; sweeping the floor when they have finished playing and their achievements are valued and praised.

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