

Green Lawns Montessori

Inspection report for early years provision

Unique reference number

EY362539

Inspection date

30/01/2012

Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Green Lawns Montessori Nursery is owned by a private provider. It was registered in 2007 and operates from the cricket pavilion in Kenton Sports Club in the London borough of Harrow. It is open on Monday, Wednesday and Friday from 9am to 3pm and on Tuesday and Thursday from 9am to 12.30pm for 35 weeks of the year. Children have access to a secure outdoor play area.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend at any one time. There are currently 22 children on roll within the early years age range. The setting is in receipt of funding for the provision of free early education for children aged three and four years. The setting supports a number of children with English as an additional language and children with special educational needs and/or disabilities.

The setting employs five staff, of whom four hold appropriate early years qualifications. The manager is currently training towards a degree level qualification in early years. The setting follows the Montessori teaching ethos.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this setting and they make exceptional progress in their learning and development. There are highly effective systems in place that fully promote excellent partnerships with parents, carers and others. This enables practitioners to successfully identify and meet the needs of all the children. Overall, staff training is up to date. Self-evaluation is immensely comprehensive and reflective, which means that the setting continually improves all aspects of their childcare service to sustain outcomes for children.

What steps need to be taken to improve provision further?

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

- supporting all practitioners to access refresher training.

The effectiveness of leadership and management of the early years provision

The inclusion of all children, irrespective of their background or needs, is at the heart of the setting's work. Practitioners work extremely well as a team to provide

a happy and stimulating environment for the children. They place a strong emphasis on children's security and there are highly effective systems in place to promote children's safety on the premises. For example, children find their name card and put it in the designated place before going outside to play. There are robust recruitment and vetting procedures in place. For example, Criminal Record Bureau checks are in place for all practitioners to help ensure their suitability to work with the children. Practitioners have a robust and comprehensive understanding of the setting's child protection policy and local safeguarding children procedures. They are confident of the reporting procedures to follow if there are any safeguarding concerns, and the necessary documentation is in place to support practice. As a result, children's safety and welfare of the children is exceedingly well promoted. However some practitioners have not recently attended safeguarding training which means they may not be fully up to date in their understanding of the wider issues.

Children benefit from the extremely effective relationships between their parents, carers and the setting. Practitioners talk to the parents and carers on a daily basis which keeps parents informed about the child's day. Parents receive regular feedback about their children's learning and development, and they can access their child's developmental records as they wish. Fathers, specifically, have the opportunity to share their skills with the children as the setting has actively sought to include them. In addition, the setting holds regular workshops for parents to give them an insight into how children learn. Discussions with parents reveal that they are enormously happy with the service offered and that their children are learning and developing. Others state that they are so satisfied with the setting that siblings are now attending. The setting has developed close links with the surrounding schools and they complete transitional documents when the children leave their setting. In addition, head teachers are invited to the setting so they have the opportunity to meet with the children. Links with outside agencies provide high levels of extra support for individual children and their parents. Parents praise the setting's ability to identify and act upon any developmental concerns and value their knowledge.

The management team are highly motivated and remarkably successful in inspiring the staff team to work towards sustaining ambitious targets. Consequently, outcomes in children's achievements and well-being are exceptional. There are extremely rigorous systems in place to monitor the quality of the provision. For example, through regular individual and team meetings, so that practitioners can evaluate their work and consider future targets and training. In addition, on going systems are in place for practitioners to observe one another's practice and to feedback on performance in order to further develop their childcare skills and learning outcomes for children. Children have access to an extensive range of very good quality furniture, toys and equipment which are very well maintained and utilised by the children. In addition, the children are extremely well supported to make choices in their own learning and play as they can choose from the Montessori equipment and traditional toys both in and outdoors. As a result, they learn at their own pace and are able to concentrate for extended periods of time. The setting has met all of the recommendations raised at the last inspection, thereby securing improved outcomes for children.

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

Children make significant gains in their learning and development. This is a result of the high quality teaching, comprehensive monitoring and assessment systems and the practitioners' genuine interest in the children's achievements. Practitioners plan and provide an exceedingly good balance of adult and child led activities which are provided between the indoors and outdoors and cover all aspects of learning. For example, the children excitedly listen to stories and take great delight in the opportunity to predict possible endings to stories. In addition, practitioners use a range of props to foster the children's interest in books. For example, puppets, buildings and figurines are incorporated into stories. Children are eager to initiate conversations with their peers and adults. For example, children animatedly talk about their own experiences of visiting the zoo or attending a show at the theatre. Practitioners skilfully pose open-ended questions which encourage the children to think for themselves, they also give children sufficient time to respond. The environment is set up extremely well to support children's understanding that print carries meaning. For example, labels in English and some of the children's home languages identify objects and resources within the setting.

The children play a full and active role in their learning, show great curiosity and desire to explore and are inquisitive learners. For example, children are extremely interested in technology as they continually question the purpose of different buttons on adults' laptops. This is further supported as the children have access to many resources within their environment that foster their interest in technology. For example, laptops and interactive toys are easily accessible to the children. Children have many opportunities to hear mathematical language and use maths throughout the course of the day. For example, the children enthusiastically talk about items that they measure using their measuring tapes. Consequently, children's skills for the future are extremely well supported.

Children are very caring and kind to one another and have formed excellent relationships with one another. For example, some of the older children have taken on the role of caring for younger children who are still settling within the setting. Practitioners develop warm and responsive relationships with the children who display high levels of confidence and self-esteem. All children are valued and the setting has exceptional systems in place to ensure all children contribute regardless of their backgrounds or abilities. For example, the setting has focused specifically on ensuring that boys' early mark-making skills are fostered. As a result, a design area has been created outside, which has successfully involved the boys in this aspect of learning.

Children show an exceptional understanding of their own health, bodies and well-being. This is as a result of the fantastic conversations practitioners have with the children. For example, there are discussions about the colour of blood, its purpose and the need for oxygen. Children are able to answer questions linked to these discussions and books help the children's understanding further. The children understand the affects of exercise on their bodies. For example, they state that

when they run around their hearts beat faster. The setting works with the parents to ensure that they provide healthy snacks and meals for their children. It is evident from the food that is brought in, that parents have taken on board this advice. Children have an outstanding understanding of the boundaries and behavioural expectations of the setting. For example, children remind one another that they must share and to put equipment away when finished. As a result, the children are able to keep themselves and others 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?	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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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