

Playdays Montessori Nursery

Inspection report for early years provision

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128517

Inspection date

31/01/2012

Inspector

S Campbell

Setting address

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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

Playdays Montessori Nursery opened in 1997. The setting is one of three nurseries owned by an individual provider. The nursery operates from a specifically converted residential property in Goodmayes in the London Borough of Redbridge. There are four rooms and all children share access to a secure enclosed outdoor play area.

A maximum of 39 children from three months to the end of the early years age group may attend the setting at any one time. There are currently 71 children on roll and children attend a variety of sessions. The nursery is currently in receipt of funding for the provision of free early education to children two, three and four. The setting supports children with special educational needs and/or disability and children who speak English as an additional language.

The setting is open each weekday from 8am to 6pm Monday to Friday for 52 weeks of the year. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery uses the Montessori method of teaching as well as the Early Years Foundation Stage Framework.

The nursery employs 16 members of staff. Most staff including management hold appropriate early years qualifications at level 2, 3 and 4. Three staff including management is working towards a higher childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners know children well, which means all children receive a good level of support to promote their care, learning and development. Most documentation is well maintained to effectively promote children's welfare. Overall, practitioners have developed a good flow of two-way communication with parents and external agencies to ensure all children's individual needs are effectively met. There are effective processes in place for reflective practice and is used alongside action plans, which demonstrates commitment to continuous improvement. All recommendations made at the last inspection have been fully addressed, which promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- develop procedures so that the storage of confidential information kept on

children are only accessible to those who have a right of professional need to see them specifically relating to children's medication record

- improve the two way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's development.

The effectiveness of leadership and management of the early years provision

Practitioners have a strong understanding of child protection issues and procedures to effectively promote children's welfare. All practitioners have recently participated in on-line training to further underpin their knowledge. Children are cared for in a safe and secure environment because risk assessments are carried out for both indoors and outings. Most documented is well maintained and readily available for inspection. However, not all documentation is stored appropriately to effectively maintain confidentiality, for example children's medical records.

Practitioners have developed strong relationships with parents and external agencies to support children's learning and development. Practitioners work closely with agencies to ensure specific programmes of work are carried out with children who have special educational needs. They regularly work with children on a one-to-one basis to effectively support their individual needs. Practitioners are secure in their role and as a result positive responses received by parents. Parents are kept well informed of children's care, progress, activities and events through the use of daily feedback, newsletters and displays. Children's developmental records are readily accessible and parent meetings are held termly enabling them to be kept well informed of children's progress. Although the setting works with most parents positively not all parents are included in children's on going assessments.

There are effective processes in place for self-evaluation, which are regularly updated. This means practitioners are able to identify strengths and areas for further development. As a result the outdoor play has been developed, practitioners are actively encouraged to obtain relevant childcare qualifications and the planning of activities is extended outdoors. This demonstrates commitment to continuous improvement. Practitioners work well as a team and training needs are identified through on-going individual supervision. There are effective recruitment procedures in place. This means that suitable, experienced and qualified persons look after children.

Children have access to a good range of resources to effectively promote their learning and development. They are able to make choices about what they would like to play with because toys are easily accessible. Through the celebration of festivals, trying different cultural foods and planned activities children are developing a good understanding of similarities, differences and the wider world. They take pleasure in making lamps for Diwali and dragon masks for Chinese New Year.

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

Children are cared for in a friendly and caring environment. Practitioners warmly greet both children and their parents on their arrival enabling children to have a good sense of belonging. Practitioners have a strong understanding of the Early Years Foundation Stage and subsequently children are making good progress in all areas of learning. Children regularly engage in outdoor play, which effectively support both their learning and physical skills. Planning is carried out for outdoor activities to ensure children's play is meaningful. Children benefit from working cooperatively when playing with the parachute. They also use egg timers enabling them to negotiate turn taking and sharing skills with their friends. Children are well behaved and practitioners use gentle reminders to encourage children to say 'please' and 'thank you'.

Children enjoy playing on balancing beams and imitating practitioners weaving in and out of wooden poles. This means they are beginning to move with increasing control. They also benefit from playing throwing and catching with practitioners to promote their coordination skills. Babies and emerging walkers have ample space to play and explore to support their development. They enjoy building soft cube towers with practitioners, and then knocking them down. Children's physical skills are also effectively promoted through engaging in action songs. Children take pleasure in singing time sessions and younger children are beginning to recall songs from memory, for example, the wheels on the bus and wind the bobbin up. Children are confident talkers and younger children are beginning to put together short sentences. Practitioners continually talk to children and they ask good open ended questions to further promote language development.

Children's concentration skills are developing well. They enjoy spending time playing with modelling dough with their friends and explain they have been making a blue snake and elephant. Children's imaginative skills are further promoted because they enjoy dressing up as a police person and playing with sequin material. Babies have formed positive attachments with practitioners. They automatically raise their arms to be picked and greet practitioners with a big smile when they walk in to the room. This demonstrates trusting and caring relationships are built. From a young age children's independent skills are effectively promoted through practical routines. Younger children wash their hands with the aid of practitioners and more able children are encouraged to make choices throughout the day. This promotes children's independence well and minimises the spread of cross infection. Children's well-being is effectively promoted through discussions, planned events and good daily routines. The importance of good personal hygiene and safety is promoted well. This is reinforced by visits from the dental agency and local police. This means children are able to gain a greater understanding of oral hygiene, road safety awareness and stranger danger. Children's well-being is further promoted well because they receive nutritious, balanced freshly prepared meals. This helps children to develop healthy eating habits from a young age.

Practitioners obtain detailed information about children's starting points and home language. This means they are able to effectively build on what children already

know. Children's milestones are effectively documented using written observations, photos and artwork. Practitioners carry out regular observations and they are used to inform planning, which means children's individual needs and interests are met well. Children's progress is closely monitored using the 'Early Years Foundation Stage tracking progress record' enabling the setting to support individual children's learning and development. This effectively promotes an inclusive environment.

Children frequently go out on trips to the local park. They are able to explore the natural environment by collecting fir cones and leaves. Children's learning is further extended by using natural materials to engage in craft activities. Through well planned activities children are able to observe some features of living things by taking part in growing activities, for example, tomatoes, sweet peppers, poppies and sunflowers. A good range of photos are displayed within the setting enabling children to talk about experiences and events that are important to them. Older children take pleasure in looking at themselves while having their birthday celebration. They eagerly point to their top and inform adults 'that's my new top'. This demonstrates a good sense of pride. Older children's room have a designated math area enabling them to freely access a varied range of resources to support their early math skills, for example, tape measure, scales, calculators, abacus and number books.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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