

Dawmouse Montessori Nursery School

Inspection report for early years provision

Unique reference number	143750
Inspection date	27/02/2012
Inspector	Jane Nelson

Setting address	34 Haldane Road, Fulham, London, SW6 7EU
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Telephone number	020 7381 9385 or 020 7385 3735
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Email	
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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

Dawmouse Montessori Nursery School originally opened in 1985 and the current proprietor took over in 1994. It is one of two Montessori nursery schools operated by the proprietor. It operates from three rooms and an indoor gymnasium area within Brunswick Boys Club. The premises are located in a residential area of Fulham in the London Borough of Hammersmith and Fulham. There is a large, enclosed, area for outdoor play. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 52 children may attend at any one time. There are currently 62 children on roll; of these, 46 are in receipt of nursery education funding. The nursery school opens from 8.45am to 11.45am and from 12.30pm to 3.30pm during term time. Children may attend for part- or full-time sessions. Those children attending all day bring a packed lunch. The nursery supports a number of children learning English as an additional language.

There is a team of 10 staff, including the manager and proprietor. Seven members of staff have Montessori qualifications and one has a Japanese, childcare qualification. There are two members of staff unqualified, one of whom is currently working towards a childcare qualification. The nursery school combines the Montessori educational approach with the Early Years Foundation Stage curriculum.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual learning and development are encouraged well by good use of the range of activities provided and, overall, the well planned, stimulating environment. The staff team creates a welcoming and friendly atmosphere where children share supportive and encouraging interaction with staff and their needs are effectively met. Partnerships with parents are good, resulting in clear communication so parents feel involved in the nursery, while links with other settings involve effective, information sharing. Most requirements are met, with the exception of the safeguarding procedure not including all the required information. The use of self-evaluation is effective in reflecting on what works well and identifying most areas for development. The proprietor's clear vision for the nursery demonstrates good commitment and effective capacity for ongoing improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding children policy includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and welfare)

12/03/2012

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

- develop the use of the Ofsted self-evaluation form and quality improvement processes as the basis of assessing what the setting offers against robust and challenging quality criteria and identifying where development is best targeted
- develop further the indoor and outdoor environments so that children can make choices about when to use these and move freely between them.

The effectiveness of leadership and management of the early years provision

Staff suitably understand their own and the manager's responsibilities relating to child protection and safeguarding issues. They are aware of the procedures to follow if concerns arise or an allegation is made. The required written policy is in place. However, this does not include the procedure to follow in the event of an allegation being made against a member of staff. This is a legal requirement. The staff team's clear understanding of their responsibilities, result in there being minimal impact of this breach in requirements for children. Staff use risk assessments appropriately to monitor safety issues. The required records are maintained and regularly reviewed. Recruitment and vetting procedures are in place and implemented soundly to help ensure staff are suitable to work with children.

The nursery is well established and has a clear and effective management structure. The manager has day-to-day responsibility for the nursery. The proprietor supports the manager, visits daily and provides additional, staff support and cover when needed. Staff are well organised as a team, act as good role models to children and work well together. They share the proprietor's vision for the nursery, creating and sustaining a welcoming environment for families, where children are happy, enjoying their play and learning. Staff use their secure knowledge and observations of individual children to focus planning, support children and identify next steps in children's development. The available indoor space is well organised. This provides children with a good variety of play and learning materials that encourages their independence in a supportive, stimulating and caring environment. Diversity, children's individuality and the wider world are valued and reflected in the range of experiences and resources children have access to daily. Good use is made of resources, for example, ongoing advice from the local authority. Staff attend training and have ongoing links with the setting where the nursery is located. Self-evaluation is effective in reflecting on what works well in the nursery and identifying most areas for future development. However, this does not always show how these will be achieved. Good use has been made of a self-evaluation format; however this is not fully effective in

monitoring that the provision meets all welfare requirements.

Staff build good relationships with parents and carers. Parents praise the nursery and staff highly. They comment, in particular, on the welcoming and nurturing atmosphere created. Several parents say they have returned to the nursery with younger children, following their positive experiences with older siblings. Parents feel they have good communication with staff on a daily basis. They receive more formal feedback about their children's development during individual, biannual, parents' meetings. Parents are invited to participate in activities, such as outings, talking to children about their own professions and story reading. The proprietor has built good links with local schools over many years, which result in effective information sharing. Some schools make exchange visits to the nursery at times of transition, for example, when children are moving onto school.

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

Children thoroughly enjoy their time at the nursery school and are confident, happy and secure. As a result, they make good progress in their learning and development and gain a wide range of skills to use in the future. Children arrive happily, separating well from their parents and carers and eager to see each other and staff. Children share good interaction with staff, who provide consistent reassurance, challenge and support.

Children gain a good sense of their own belonging, finding their name label on arrival. They excitedly share toys and items brought from home, related to the letter of the week, during a 'show and tell' time. Children are familiar with and follow the daily routine. They make choices about what to play with from the good range of activities and equipment set out and stored on low units. Children spend time concentrating on their play and persist at tasks until these are completed. They help themselves to Montessori materials, selecting a tray from storage and carrying it carefully to a table. Children use small, physical skills and are developing coordination as they transfer pieces of dry pasta from one container to another. They carefully manipulate tongs to pick up, lift, then drop pasta into another container, taking pride in their achievement on completing the task. Children learn about volume as they confidently pour water between small containers. They use a small sponge to absorb some of the liquid, then squeeze the sponge, expelling liquid. Older children use language confidently and creatively, for example, to describe objects during 'show and tell'. They refer to a submarine and how this goes under water, has a propeller and a periscope which comes above the water so land can be seen. Older children begin to use writing as a means of recording and communicating. For example, some write their names and many recognisable letters. They ask for help in spelling words to caption a picture they have drawn.

Children behave well as they are very involved and interested in their play. The nursery ethos encourages good manners, sharing and taking turns, which children learn through the well planned activities and daily routine. Children socialise well,

building friendships and showing consideration and care for each other. For example, they greet each other with smiles, share laughter, and have great fun working together during activities. Children develop a good understanding of their own health and hygiene as part of the daily routine. They understand the need to wash hands before eating, as germs are on their hands. Children enjoy their healthy snack of fresh fruit, sitting in small groups to eat. Children develop physical skills during planned, outdoor, play sessions or physical play in the indoor gymnasium. However, outdoor play is not accessible throughout sessions, enabling children to move between indoor and outdoor environments and make choices about when they play outside. Children show awareness of their own and other's safety as they play and move around with care. They effectively follow practices that encourage them to stay safe. These include using equipment safely, replacing it when they have finished and helping to roll floor mats up and put them away.

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	3
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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