

Ealing Green Montessori School

Inspection report for early years provision

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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*.

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Description of the setting

Ealing Green Montessori School is owned by Creative Minds Nurseries Limited. It registered in 2011 and operates from the Welsh chapel in Ealing Green in the London Borough of Ealing. Children have access to a secure outdoor play area. The school is registered on the Early Years Register. A maximum of 30 children from two years to under five years of age may attend at any one time. It is open each day from 9.15am to 3.30pm offering morning sessions running from 9.15am to 12.15pm and afternoon sessions from 12.30pm to 3.30pm. The school is open during term time only. The school is in receipt of funding for the provision of free early education to children aged three and four. There are currently 33 children on roll. The school supports children who speak English as an additional language and children with special educational needs and/or disabilities. The school currently employs five staff, including the manager, of whom, three hold appropriate early years qualifications. The manager has gained Early Years Professional Status. The school follows the Montessori approach. It provides opportunities for children to attend additional sessions in computing and music, which are run by an external company. There are weekly sessions in French with yoga, cooking and science activities on offer, as part of the curriculum.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children benefit from the excellent care and support they receive from a highly committed team, who recognise the uniqueness of each child. Children are making extremely strong progress in all areas of their learning and development. Overall, the setting is exceedingly well organised, indoors and outside. Excellent partnerships are established with parents and carers, which results in children being secure and happy. The manager and staff team rigorously monitor practice to maintain continuous improvement and enhance the already excellent service they provide.

What steps need to be taken to improve provision further?

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

- linking the indoor and outdoor environments, when possible, so children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children are safeguarded highly effectively as staff have a very secure knowledge and understanding of child protection issues. A comprehensive policy is in place, which contains the required detail. Some staff have attended safeguarding children training and the staff team knows what to do if any child welfare concerns are identified. Staff promote children's safety extremely well through detailed risk assessments, which are carried out on all areas used by children and for any outings undertaken. An extensive range of effective policies and procedures underpin practice and are regularly reviewed to promote children's welfare.

The manager and staff team work exceptionally well together to evaluate the effectiveness of the provision. Staff receive high levels of ongoing support, through regular staff meetings, appraisals and in house training. They frequently self-reflect and rigorously analyse their work, which contributes to the overall development of the service they provide. They have a realistic view of their service and are able to clearly identify future goals to drive further improvements to their already excellent service.

The environment indoors, is exceptionally well organised, enabling children to explore and learn. Children are able to relax in soft cushioned areas and sit at low-level tables to eat comfortably. An abundance of well-maintained resources are stored at a low level, enabling children to make independent choices. Staff provide a range of equipment outside, which supports children's learning in all areas. Currently children do not have free flow access to outside as it is still in the process of development. The environment is highly inclusive, which means children are able to feel secure and at home. Staff provide an extensive range of resources and activities to promote children's understanding of diversity. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported. For example, the team works effectively with parents and relevant agencies to make sure children's individual needs are met. The team includes staff with knowledge of various languages and skills in sign language. As a result, all children are able to express their needs and be understood.

Staff share highly effective relationships with parents. This enables children to settle well and feel fully secure in the setting. Staff are approachable and make sure they are available to talk to parents each day. Parents are highly involved in children's learning and development and attend planned review meetings to discuss the progress their children make. The setting values parent's comments and suggestions and a wealth of information is shared. Staff regularly seek the views of parents and provide an open door policy, where all parents and carers are made to feel very welcome. The parents have their own forum, which enhances the outcomes for children. Written and verbal feedback from parents provides glowing reports regarding the care and support their children receive. Excellent relationships are forged with other agencies that support children, which promotes excellent continuity of care. Staff support children's transitions to school extremely well. They build links with the local school, provide information for other settings

and facilitate teacher visits to the setting to support children.

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

Children are making excellent progress in this happy and welcoming environment. Staff are highly secure in their knowledge of the Early Years Foundation Stage framework and Montessori approach, which they combine and implement effectively. Children make excellent progress because staff carry out regular observations, track their progress and plan effectively for each child's needs. Children's progress records are well maintained and supported by photographs and examples of their work. Parent's observations and input to their child's development is highly valued and promotes children's learning consistently. Children are extremely well behaved because staff are calm and unfailingly pleasant to the children. They act as very positive role models, talking politely and patiently explaining the boundaries of acceptable behaviour. Therefore, children behave exceptionally well as they are spending their time fully engaged in the various activities. Children take responsibility within the setting; they understand the routines and put resources back, when they finish playing with them. Children develop excellent self-help skills, for example, as they serve themselves healthy snacks and drinks.

All children attending are valued as individuals; they share strong relationships with staff and one another. Children are developing high levels of self-esteem as the staff show genuine interest in all that they do. Children receive lots of praise and encouragement. For example, as they sit and listen attentively at story time, staff praise them for good listening. Children are very confident to express their needs and wishes. Their vocabulary is developing exceedingly well as staff are skilled in asking open questions, to encourage them to communicate. Staff use every opportunity to extend children's understanding. For example, they sit with the children as they fit blocks into the boards; discussing, the shapes, colours and sizes of the objects they are using.

Children thoroughly enjoy self-selecting from the appealing range of Montessori and traditional toys available. They develop their small muscle movements as they carefully cut with scissors and manipulate play dough with their hands and small tools. They play imaginatively filling and emptying pots with pasta and pretending to cook. Children have frequent opportunities to be creative. They use large brushes to paint their own images and make their mark on large sheets of paper, using a range of materials. Children have excellent opportunities to learn about the wider world, whilst playing with a range of high quality resources, including books and imaginative play materials. They look at photographs of the local community and participate in projects about countries around the world. Children use the digital camera to take picture of their own work, which helps them to understand technology and how things work. They develop many skills for their future learning through the wide range of experiences provided.

Children are highly supported in learning how to stay safe. They participate in fire

drills, so they know what to do in an emergency situation. Their knowledge is extended through visits from the local fire brigade. Children learn how to play safely with each other, learning how to be considerate, gentle and kind. They feel very secure in this inclusive environment as the staff offer regular comfort and are alert to their individual needs and feelings. Children learn about adopting healthy lifestyles extremely well. They understand the importance of following good hygiene routines; helping themselves to tissues when needed and washing their hands before eating. They enthusiastically take part in many physical activities inside and outdoors. They are able to dig and plant and understand how things grow. They benefit from healthy foods and nutritious packed lunches as they sit together, enjoying sociable meal times.

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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