

Country Cows Montessori

Inspection report for early years provision

Unique reference number	EY435910
Inspection date	02/04/2012
Inspector	Vicky Vasiliadis
Setting address	524 Watford Way, London, NW7 4SY
Telephone number	02089068825
Email	countrycowsnursery@gmail.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

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

Country Cows Montessori registered in 2011 and opened in 2012. It is based within a converted dairy farm in Mill Hill in the London Borough of Barnet. Access to the premises is via Albert Road. There is no outdoor space available but the setting is able to make provision for children to access the outdoors on a daily basis. The setting operates for 50 weeks of the year from 8am to 6.30pm with children attending for a variety of sessions.

The setting is registered on the Early Years Register to care for a maximum of 26 children in the early years age range. There are currently eight children on roll who attend on a part-time basis. The setting adopts a Montessori approach in conjunction with the Early Years Foundation Stage. The setting supports children who speak English as an additional language.

There are four members of staff employed in the setting and three hold appropriate qualifications. A member of staff is working towards a professional qualification, while the registered person is gaining Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development. Effective systems are in place to promote partnerships with parents and practitioners work well with them to identify and meet the individual needs of children. The setting is aware of the need to develop links with others, as the need arises. The setting demonstrates a good capacity to maintain continuous improvement, as staff continually look at ways to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups and between the children themselves

The effectiveness of leadership and management of the early years provision

Practitioners are clear of their roles and responsibilities in relation to child

protection; there is also a designated person in place to deal with safeguarding issues. There are effective, risk assessment processes in place and effective action is taken to manage or eliminate risks. There are robust recruitment procedures in place to help ensure that those adults caring for the children are suitable to do so. In addition, the setting monitors visitors, who are required to sign in and out using the visitors' book. Practitioners are well deployed, which ensures that children are well supervised and supported. All records required for the safe and efficient management of the setting are in place. As a result, children are safe and their welfare is well promoted.

Although the setting has only been in operation for a short time, staff have a clear vision and know where their strengths and areas for development lie. They are able to identify realistic but challenging steps for improvement. For example, planning was an area that they wished to develop. As a result, the setting sought support from the local authority. The views of parents and carers are actively sought and they are able to make contributions as to how they would like the service to be developed. Practitioners are supported in developing their professional qualifications. As a result, they are able to enhance their skills and knowledge, which impacts positively on their ability to improve outcomes for children. Consequently, outcomes for children are improving.

Children are provided with an environment that is rich in signs, words, books, pictures, music and songs. Staff use these well to take into account children's different interests, understanding, home backgrounds and cultures. Children are enabled to make choices in their play and readily help themselves to toys and equipment from the low-level storage. Consequently, children are effectively helped to feel included and valued, as practitioners are well aware of their individual needs and backgrounds.

Partnerships with parents and carers are good. Practitioners inform parents about their child's day through a variety of means. For example, verbal communication takes place at the beginning and end of each session and parents receive daily, written information about children's personal needs. All parents have opportunities to meet with practitioners to discuss any concerns and their children's achievements. Each child has a detailed, assessment file, which shows how children are making progress towards the early learning goals. Good use is made of photographic evidence and samples of children's artwork to further demonstrate the good progress they make. Parents are unanimous in their positive feedback about the care and education their children receive. There are currently no children on roll who attend other settings or need support from other agencies. However, practitioners demonstrate a clear understanding of the importance of developing links with others, as and when the need arises.

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

Children make good progress in their learning and development and are motivated,

engaged and involved in activities. For example, children enthusiastically participate in singing and action rhymes. There are effective systems to identify children's likes, dislikes, interests and abilities. Observation and assessment is effective and linked to planning, which is flexible for staff to respond to children's individual interests and capabilities. Children have access to many positive, learning experiences, which extend and challenge their learning. For example, children learn about their environment and take great delight in throwing leaves into the air and catching them. Children investigate how things work as they use programmable toys and the interactive computer. Children construct models using different-sized, wooden bricks and explore shape and size. They learn about numbers as practitioners encourage them to count everyday objects, such as the number of bubbles blown.

Children's language is developing rapidly and many are beginning to put sentences together. Overall, practitioners join in conversations with children to introduce new words and pose open-ended questions, although the use of sustained conversations is not maximised. Practitioners develop warm and responsive relationships with children. For example, children receive lots of positive praise and encouragement. This supports their confidence and self-esteem. Practitioners act as positive role models for children and they manage children's behaviour in a calm and sensitive manner. An effective key person system is in place, which helps children to feel secure and confident in the setting. Children display a sense of belonging and appear settled and happy. Children have opportunities to learn about their own and others' cultures as projects take place. For example, photographs of children, with captions of the different countries and languages spoken by their families, are on display. In addition, children's independence skills are fostered as the environment is well organised. For example, children's pegs are at a low level so they hang up their coats and other belongings independently. As a result, children are inquisitive, independent learners and their skills for the future are well promoted.

Children effectively learn about the importance of following routines that support their understanding of self-care. For example, practitioners talk to children about the need to wash before eating. Practitioners are aware of any allergies or religious observances and, as a result, children's dietary requirements and health needs are well maintained. Mealtimes are social times and are used to support and enhance children's learning. For example, children thoroughly enjoy the opportunity to help to wash the fruit and vegetables before they eat it and learn the reasons why. There are discussions about the different foods they eat and their preferences. Although the setting does not have direct access to an outdoor area, staff make good use of local amenities. For example, children go for daily walks, visit the park or local green where they practise their large motor skills. Young children are secure and develop a sense of belonging. They effectively demonstrate an understanding of how to stay safe. For example, practitioners talk to children about how to cross roads safely and to hold adults' hands when out walking.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

