

Bright Eyes Montessori Nursery

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

Bright Eyes Montessori Nursery registered in 2010 and is privately owned. The nursery is located in a ground floor converted training centre in a quiet mews in Acton, in the London Borough of Ealing. The nursery currently occupies a suite of rooms that include three playrooms, an office, kitchen and children's toilets. There is a fully enclosed courtyard for outside play.

The nursery is open each weekday from 8am to 6pm all year round, except for bank holidays. The nursery is registered on the Early Years Register to care for 58 children at any one time. The nursery is currently caring for 45 children. It provides funded education for children aged three and four. Children attend from the local and wider community. The nursery supports a number of children who speak English as an additional language. The teaching method used is Montessori combined with free play.

The nursery employs ten staff, of whom eight hold appropriate early years qualifications and two are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of children's individual requirements and meet their needs effectively overall. They plan activities that help children make good progress in their learning and develop good skills for the future. They work well with parents and carers and have developed a good system for working successfully in partnership with other providers and agencies. There are good systems for self-evaluation in place which give staff an accurate understanding of the strengths and weaknesses of the setting. This is used to secure effective, continuous improvement.

What steps need to be taken to improve provision further?

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

- help children understand that good practices with regard to hygiene can contribute to good health, with particular regard to improving hand washing facilities for younger children.

The effectiveness of leadership and management of the early years provision

Managers and staff demonstrate a high level of commitment to promoting children's safety. Staff have a comprehensive awareness of safeguarding issues and arrangements for safeguarding children are robust and reviewed regularly. Effective risk assessments help to ensure an environment in which children are safe. Children learn how to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. Good vetting and recruitment procedures help to ensure that staff are suitable to work with children.

Managers and staff are consistently focused on helping all children make good progress in their learning and development and promoting their welfare. There is a strong partnership amongst the new and emerging staff group who work well together to help ensure all ages of children have the opportunity to achieve as well as they can. Managers consistently communicate their high expectations to staff about securing improvement.

The nursery has a good range of resources that are fit for purpose and support children's learning and development well. Staff use resources suitable for individual children. For example, babies are introduced to Montessori resources only when staff identify they are ready to use them. The nursery takes positive steps to provide an environment and resources that are sustainable.

Staff actively promote equality and diversity. They take effective steps to close identified achievement gaps and, as a result, the development of children in relation to their starting points is good. Staff have a good knowledge of each child's background and needs which helps them to meet their unique requirements. They effectively support children who speak English as an additional language. They know how to identify a child's need for additional support and work with interagency teams to support them. They fully recognise the diverse backgrounds of those attending which helps children learn about wider society.

Self-evaluation takes everyone's views into account. Staff effectively identify strengths and weaknesses and make good use of findings from quality checks. For example, managers prepare monthly action plans to help focus on the priorities for improvement. Staff share a strong drive for improvement. Targets for the nursery are challenging but realistic. Consequently, outcomes for children are good and improving.

Staff communicate well with other providers and partners to help ensure that children are supported well. The nursery recognises that childminders and nannies play an important role in delivering the Early Years Foundation Stage and shares information with them. This helps to ensure continuity of learning and care. Staff also have a positive relationship with parents and carers. They regularly ask them for their views to inform important decisions about the provision. Parents and carers are kept well informed about their children's achievement, well-being and development. This contributes positively to improved outcomes for children.

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

Children make good progress in all areas of learning and develop effective skills for the future. They are active learners and enjoy their learning journey. Children at a young age demonstrate that they can work independently. For example, babies make choices of what to do and what books to look at. They enjoy working for short periods of time on their own.

Children demonstrate a strong sense of belonging in the setting. They are beginning to understand how to stay safe independently of adult prompts. They know not to run inside the nursery and not to play with doors. They discuss how to keep safe before embarking on an outing. Good quality interaction and well-organised routines mean babies and young children are becoming secure and confident both inside and outside of the nursery.

Children have an increasing awareness of healthy lifestyles. They enjoy a healthy and nutritious lunch and have access to fresh drinking water at all times. They engage in good personal hygiene routines such as washing hands immediately when coming in from outdoor play. In the baby room, however young children wash their hands in a shared bowl of water before and after lunch. This does not help them learn about good hygiene practice. Babies and young children are content and settled because their health, physical and dietary requirements are met well.

Children display good levels of confidence as they appear settled and happy. They build strong relationships with adults and other children. This results in good levels of self-esteem. Children demonstrate a good understanding of diversity as they engage in a wide range of activities and experiences which help them learn about those different from themselves. Their behaviour is good. They work alongside one another, learning to co-operate and share their resources. They learn to resolve difficult situations by themselves. They are beginning to show a good awareness of responsibility within the setting. For example, children do not hesitate to help staff to pick up toys when an activity is finished.

Children's progress in communication is developing well. For example, toddlers are encouraged to expand their vocabulary and enjoy singing familiar songs. Children learn to use information and communication technology. They are eager to take turns with an MP3 player and even young children use it with confidence. Children learn about number and some two year olds can count beyond ten. They explore mathematical concepts using Montessori resources. They are equipped with the skills they need to secure future learning. For example, babies actively explore their surroundings with curiosity and interest.

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

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| 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

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| 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

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| 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

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| 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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