

# Cricket's Montessori Nursery School,

Inspection report for early years provision

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**Unique reference number**

EY435609

**Inspection date**

19/04/2012

**Inspector**

Maria Conroy

**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.

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## **Description of the setting**

Crickets Montessori Nursery School is owned by a private provider. It opened in 2004 and re-registered at new premises in 2011. It is located beside Brondesbury Park Bowling club in the London borough of Brent. The nursery school is located in a self-contained building on the ground floor. Children have access to the individual classrooms, and toilets are off the main play area. Outside there is a secure area to both the front and rear of the building.

The nursery school is registered to care for up to 50 children from two years to under eight years at any one time. There are currently 56 children on roll. It is open Monday to Friday from 8.45am to 3.10pm, term time only. The nursery school is registered on the Early Years Register and the compulsory part of the Childcare Register.

There are nine staff employed, of those eight have a relevant childcare qualification, including one member of staff who holds qualified teacher status. The nursery school is able to support children who have special education needs and/or disabilities. The nursery school supports children who speak English as an additional language. The nursery school follows both Montessori and traditional teaching methods and provides free early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery school provides a highly inspirational learning environment for all children overall. There is a highly effective partnership between staff, parents and their children, ensuring that staff meet the individual needs of the children. The capacity for sustained improvement is outstanding; staff are highly motivated and continually update their skills and knowledge through training. Their successful team work and individual creativity results in children making excellent progress in their learning and development.

## **What steps need to be taken to improve provision further?**

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

- enhancing the list of words displayed in the environment from home languages used by children in the setting and invite parents and practitioners to contribute to them.

## **The effectiveness of leadership and management of the early years provision**

Staff have a comprehensive awareness of safeguarding issues. This includes new staff who complete a thorough induction when they start to enable them to have a comprehensive knowledge of their roles and responsibilities. Staff undertake regular risk assessments for all areas used by the children and this creates an extremely safe environment for them to play. Staff are exceptionally vigilant during arrival and departure times, and this further protects children and keeps them safe. Robust recruitment and vetting procedures mean staff's suitability to work with children is rigorously assessed. All visitors to the premises have their identification checked and they sign the record book. Effective policies and procedures support staff in their practices; which they consistently review in line with legislation and guidance.

The head teacher has high expectations and sets high standards which the nursery school embeds across all areas of their practice. Staff work effectively as a team, they share ideas, skills and knowledge which contributes to the wide range of exciting activities they plan for children. Staff inset days provide opportunities for the staff team to undertake training such as child protection, and refresh and update Montessori techniques. Children are extremely involved in contributing their ideas, which the nursery school incorporates into the development of the outdoor area. Parents' views are sought by means of surveys and their comments help contribute to the rigorous action plans in place, identifying areas for further development.

Staff are passionate about all children and they ensure that they support individual children in all areas of their development. The staff continually ensure that every opportunity is a learning experience for children. The environment is extremely well organised and adapted to ensure that each child can self-select the materials they wish to play with. There is an excellent range of resources and staff are extremely creative about the topics they plan for the children. These stem from children's interests, to provide exciting learning experiences. Staff track the children's achievements, which show that children make very good progress in their development.

Children learn about diversity through the exciting activities provided. For example during the festival of Diwali, children dress up using scarves and act out the story of Ramah and Sita, they make chapattis and dance to music. Children learn simple Spanish, they enjoy singing a variety of songs, in both Spanish and English and use 'Makaton' sign language to link in with topics such as 'cavemen'. The nursery has labels throughout in English and there is some information in different languages. However there are fewer labels to reflect the diverse range of languages spoken by the families who attend.

The setting has an inspiring relationship with all parents. Staff effectively use their skills to enhance the learning experiences for children. Parents are informed on a daily basis what their child has been doing through verbal discussion and by means of a communication book. Regular reviews are undertaken and this enables

parents to contribute to children's learning and to learn about their achievements. A parents committee organises social events and future plans are in place for parents to contribute to the development of the outdoor space. Parents comment they particularly like the fantastic staff, the creative activities their children take part in and the wonderful new building they have recently moved in to. They comment the head teacher as exceptional, ensuring each child and family receive personalised care and attention.

Partnerships with other professionals are extremely successful; staff effectively plan for individual children. They use contributions from other professionals involved with children, which help to support their individual developmental needs. The nursery school have formed strong links with local schools, where the children are moving on to, ensuring a smooth transition.

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

Staff's understanding of the learning and development requirements is exceptional and children are provided with excellent learning experiences throughout the daily routine. The children's interests and well-being are top priority and at the centre of everything they do. The process of observation and assessment is extremely successful, which results in planning for children's individual interests. Staff plan creative and challenging activities in a well-organised environment that engages all children and enables them to select the specific type of activities they take part in throughout the day.

Children are learning mathematical concepts through creative fun activities; they use language such as big and small when playing with the dinosaurs, they count as they sing the days of the week, and create models of 'tower bridge' from bricks. Children's language skills are enhanced, they become familiar with the names of instruments, they explore and they listen to stories related to topics they learn about. Children become familiar with the sounds of letters, as they listen for their name and begin to form simple words, using Montessori equipment. Children's information technology is supported as they confidently use the computer and calculators. As a result children gain excellent key skills they need to move on in their learning journey.

Children take part in successful activities to support them in learning how to stay safe. They make 'mammal soup' on a pretend fire outside their cave and talk about being careful near the hot fire. They learn to use a variety of tools and equipment through everyday routines, for example screw drivers and scissors. Children routinely take part in planned topics such as learning about the role of the police, when they create a police station and take their finger prints. All of these experiences reinforce their understanding of how to keep themselves safe. All children show an extremely strong sense of security and belonging in the setting. Key persons nurture children when they settle. This enables them to become secure and feel safe in their environment, thus encouraging them to explore and investigate

Children's health and well being is very well promoted. They take part in topics where they learn how to care for themselves, such as brushing their teeth. Children confidently help themselves to fruit and water in the self-service cafe style snack bar. Excellent hygiene procedures are in place, for example even the youngest children use the bathroom, and wash their hands prompted with signs on display. Children take part in a wealth of activities to promote their physical development. They confidently balance on planks of wood, as they pretend to walk the plank, when they act out familiar stories. They enjoy yoga and crawling through tunnels Children learn about the importance of fresh air and exercise and have regular opportunities to use the outdoor play space.

Key staff, take quality time to get to know the children when they settle, forming a positive bond, for their future at the nursery. Staff successfully promote children's self esteem and confidence. Children are encouraged to contribute to circle time and their art work is displayed around the building. Children cooperate well with each other and have respect for each other, they behave very well and enjoy taking on responsibilities such as tidying up at the end of the session and helping themselves to their fruit snack.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

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