

Rainbow Montessori School: Queens Park

Inspection report for early years provision

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Inspection date

16/05/2012

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

Rainbow Montessori School: Queens Park is one of three nurseries privately owned. This nursery was established in 2009 and was re-registered in November 2011. The nursery operates from St. Anne's and St. Andrews Church and Community Centre church hall in Queens Park within the London Borough of Brent. Children have access to the church hall, lobby and enclosed garden area.

The nursery is registered on the Early Years Register to care for a maximum of 30 children in the early years age range, none of which may be under two years. There are currently 13 children on roll. The nursery offers both sessional and full day places between 9am and 3pm from Monday to Thursday and 9am to 2pm on Friday during term times.

The nursery follows the Montessori philosophy of education. There are three members of staff including the manager based at the nursery. The manager and one member of staff hold relevant qualifications to level three. They support children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is the nursery's first inspection since re-registering; the new staff team are motivated and enthusiastic and are successfully reflecting on their practice to continually improve the quality of the provision. However, required procedures to notify Ofsted of changes have not been implemented. Children thrive in a safe, welcoming and generally well resourced environment which overall supports them to make good progress in their learning. The staff team have effective relationships with parents and have links with other agencies so that children can receive the care they require as and when needed.

What steps need to be taken to improve provision further?

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

- ensure Ofsted is informed of the change to the person who is managing the early years provision in order that required checks are undertaken (Suitable people) 30/05/2012

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

- develop the learning indoor and outdoor learning environment, for example by making it richer in text and numbers and making the outdoor resources

- more freely available
- support children's knowledge of information and communication technology by providing a range of suitable equipment such as programmable toys.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a secure awareness of how to identify and refer any safeguarding concerns. Ongoing safeguarding training is in place to ensure that knowledge is kept up to date and all staff have undertaken a Criminal Records Bureau check. However, the provider has not notified Ofsted of the new manager who has day to day running of the setting. This is a breach of a specific requirement. There is a risk assessment in place to identify and reduce hazards within the setting. A comprehensive range of policies and procedures for the organisation ensures the smooth running of the nursery and the children's safety and well-being. Overall, required documentation is in place, for example, attendance registers and accident reports. The provider is in the process of ensuring that the current certificate is displayed more prominently to enable parents to view it with ease.

The manager has been working alongside the local authority development worker to complete a self-evaluation of the setting. She is developing a culture of reflective practice and informed discussion to identify the setting's strengths and priorities for development that is improving the quality of provision for all children. The learning environment is bright and welcoming and enables the children to self select from a range of good quality Montessori resources. However, the environment is not currently rich in text and numbers and the garden is less well planned. Nevertheless, at times in the day children are able to free flow between the areas and are able to make choices about what activities they wish to undertake.

Staff have reviewed the recording systems used to observe and plan for the children, which support individualised learning. They are continuing to develop this by focusing on ways they track children's progress, streamlining the current process. Inclusion is promoted throughout the setting through the identification of each child's individual needs; this process is successful as an effective key person system is in place. The nursery has strong links with other agencies to ensure they are able to contribute to the support of children's individual needs.

Children's individual needs are known to their keyworkers enabling them to ensure any gaps in achievement are reduced to ensure equality. There is a good partnership with parents; information is exchanged verbally each day. The practitioners are developing the ways that they communicate with parents as many prefer to receive electronic information. In addition regular parent conferences are held where staff make a summative report of children's progress and work alongside parents to identify children's next steps in learning. Parents are positive in their feedback about the nursery; they feel that their children have made good progress.

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

Children make good progress towards the early learning goals as staff plan and provide interesting and challenging activities. As a result they are developing skills for the future. Children are enthusiastic learners as they explore the accessible resources and make choices about their play. Staff report that they have 'gone back to basics' to encourage children to engage with the activities in line with the ethos of the nursery. Overall children behave very well and show care and respect for their peers, for example, a child checks on his friend who is resting. Children have good role models as staff speak to them and one another with respect. Children are helped to learn how to negotiate as they are encouraged by staff to talk to one another explaining their needs.

Children's creativity is enhanced as they freely access media to enable them to express their ideas, painting at the easel and gluing materials onto their picture. Children use resources in different ways to support their role play, for example, they use cards as mobile phones. Children eagerly hunt around the setting for hidden three dimensional shapes as the names are called out by staff. Number games enable children to match numerals, for example children dispense number discs randomly from wicker container to fill up their bingo cards. Interesting articles are available for children to explore and investigate, for example, shells and rocks to support the theme of the seaside. They learn about cultures different to their own through reflective resources and activities. Although children have opportunities to become familiar with simple equipment, there is a lack of information and communication technology and programmable toys to support children's learning.

Children are absorbed by the available books, scrutinising the pictures and looking at the text. They use letters from a tray to spell the words of small items such as a jug and lid. Songs are sung with gusto based on their seaside theme. Weekly music and movement sessions are enjoyed by the children. They follow the combinations of movements and gestures suggested by the teacher and gleefully express their own ideas when they dance freely to favourite popular tunes.

Children demonstrate they know how to keep themselves safe when talking about how the use of fire drills help them to gain a sense of how to keep themselves safe in an emergency evacuation. Children understand personal hygiene routines such as independent handwashing. They enjoy nutritious lunches provided by their parents which supports them in adopting healthy lifestyles. Activities such as planting and growing vegetables develops children's knowledge of sustainability.

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	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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