

Bridge Park 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*.

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

Bridge Park Montessori Nursery registered in January 2012. It is a privately run provision. The nursery operates from purpose-built accommodation which is situated in an industrial estate. The nursery is situated in Stonebridge, Middlesex. Children have access to a large hall and a small adjacent room. There is a separate office as well as kitchen and cloakroom facilities. There is direct access to a secure garden. The nursery serves the local and wider community and is open for 48 weeks of the year, closing for two weeks during the summer, one week at Easter and one week over Christmas. The nursery is open Monday to Friday from 7.30am until 6.30pm.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children under eight years may attend at any one time; all of whom can be in the early years age range. Currently, there are 13 children on roll in the early years age range. The nursery provides free early education for three- and four-year-olds.

There are four members of permanent staff employed to work with the children. The manager holds a Montessori Diploma. All other staff hold relevant early years qualifications and have attended level 4 training within management for early years provision.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and caring staff team provide a homely, welcoming and stimulating environment for children. An extremely well-developed knowledge of each child's needs makes sure that children make good progress in their learning and development overall. Highly effective arrangements exist to promote healthy lifestyles and the promotion of equality and diversity is at the heart of all of staff's work. Good communication and partnerships with parents and other providers result in consistent care and learning outcomes for children. Regular self-evaluation by the manager and staff helps to ensure that priorities for development are identified and acted upon, although parents' views are not fully included in the self-evaluation process. The nursery demonstrates a good capacity to make ongoing improvements.

What steps need to be taken to improve provision further?

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

- extend daily opportunities to encourage writing for different purposes, using a variety of mark making materials in all areas

- develop reflective practice and self-evaluation to identify the nursery's strengths and priorities for development and include the views of parents, to improve the quality of outcomes for all children.

The effectiveness of leadership and management of the early years provision

The manager and staff have a thorough knowledge of safeguarding children issues and are confident to follow procedures and link with other agencies to promote children's safety. Children are further safeguarded by the nursery's robust recruitment, vetting and induction procedures which assess the suitability of staff who work with the children. Staff carry out detailed risk assessments on the premises and these help to ensure that safety is monitored and reviewed regularly. In addition, all required documentation and records are maintained to a high standard and the staff team attend regular training courses to update their knowledge.

Children receive good support and have access to a wide variety of resources. Children are happy and confident in their play and self select the play equipment, which is easily accessible and aids in fostering independence. Staff create an inclusive environment and this is a very important focus in the nursery. Equality and diversity is woven into daily activities and through planning a wide range of highly stimulating topics that give children an excellent understanding of the way other people live.

Parents are provided with regular good quality information about the nursery and they are fully involved in their children's learning. Parents have daily discussions with the key workers, receive regular newsletters, and termly reports, which are sent home. The nursery has robust links with other professionals and other providers to offer children good consistency of learning and care.

The manager and staff team successfully evaluate the provision, and they continually reflect on what is being done well and where any weaknesses lie. The self-evaluation process takes account of the views of children. For example, the staff regularly ask the children how much they enjoyed the activities planned and make continual changes based on the feedback from the children. However, the self-evaluation process does not fully take account of the views of parents. The manager and staff have developed further action plans to bring about positive changes and improve outcomes for children. This effective action taken by the manager has a direct impact on the sustained improvement of the provision.

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

Children are very happy and well settled in the nursery. The staff team are dedicated, caring and supportive, which enables children to feel safe and secure and develop a good sense of belonging in the nursery. The nursery has a key

worker system in place that is effective, as new children settle quickly and display confidence as they play happily. The staff are trained in the Montessori method and have good knowledge of the Early Years Foundation Stage framework. The staff plan a broad and exciting range of activities that cover all areas of learning, engage children and include all abilities. Observations are carried out on a regular basis and include next steps in children's learning as they make good progress towards the early learning goals.

Children's good understanding of safety is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe, during planned activities. Good quality interaction and well-organised routines help children to become secure and confident in the nursery. The room is very well organised and the low-lying shelves are all labelled to aid children to self-select from a wide range of resources. Staff place an emphasis on children learning through play, exploration and fun. This helps ensure all children are able to participate in activities and, as a result, they make good progress in their development and are motivated to learn.

Throughout the nursery, children are developing good skills for the future through the wide range of activities they take part in. For example, children confidently explore their surroundings as they engage in water play experiences where they wash stainless steel pots and pans with real soap and sponges, or use fishing rods to catch different sized magnetic fish. Children show very good levels of understanding complex mathematical concepts as they play games with beads that teach them about the binary system. For example, children learn to understand values of numbers, count, add and subtract, using beads they line up in rows of units, tens and hundreds. During activities such as growing vegetables, which involves weighing different sized vegetables, children carefully weigh different vegetables on the scale and compare size. Children talk about weights and problem solve as they estimate which ones are heavier or lighter.

Children develop hand-control needed for early writing, as they use a range of tools in art and craft activities, using rollers, paint brushes and various writing implements in designated areas of the nursery. However, organisation of the nursery does not fully encourage children to gain daily opportunities to mark make in all areas of play and to encourage writing for different purposes. Children's language skills are developing very well as they confidently communicate with their friends. Staff engage them in rhyme and story time, as they play with the children and take time to listen to them.

A high priority is given to developing children's self-esteem, respect and value for each other. Children develop an extremely thorough knowledge and understanding of the world as they celebrate different festivals, and learn about the different countries and flags that represent their cultures and make them different. Children are extremely respectful and caring of each other, show high levels of maturity as they share, and play cooperatively with each other, and have very close relationships with the staff.

All children display an excellent understanding of following personal hygiene routines. For example, they independently wash their hands in the low-lying hand

sinks before and after snack time. Children also empty dirty water bowls after play activities they have engaged in and then independently refill them for the next person's use. They show a clear understanding of healthy eating and make healthy choices at meal and snack times. The nursery provides an extremely wide variety of nutritious food that is often grown in their garden and is freshly prepared by the cook. Children are very excited about caring for their baby chicks. Children learn how to care for their chicks, and learn about the cycle of life as they eagerly look after the eggs and watch them hatch and then develop into baby chickens. Children develop a clear understanding of where food comes from, as they grow and eat fruits, vegetables and herbs from their garden. Children are very happy and content because their individual dietary needs are met to a high standard. Children have access to drinking water at all times to enable them to satisfy their thirst when needed. Children develop a range of physical skills, benefit from fresh air and exercise through energetic play outdoors.

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	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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