

Montessori Neighbourhood Nursery School II

Cyprus House, 183 Townmead Road, Fulham, London, SW6 2JX

Inspection date	19/10/2012
Previous inspection date	03/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- A well-established key person system helps children form secure attachments and promotes their well-being and independence.
- Children are safe and secure as staff have a good knowledge of the policies and procedures to ensure the smooth running of the setting.
- Practice is based on a secure knowledge of the Montessori approach and the Early Years Foundation stage, which enables staff to develop children's learning and development holistically.
- Children benefit from a broad range of first-hand play experiences indoors and outdoors.

It is not yet outstanding because

- Lunchtime routines are not suitably organised to encourage children to move unhindered around the room, and handle the equipment safely.
- Staff are not consistent in allowing children time to think and solve problems for themselves, to develop their ideas, thoughts and skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in two playrooms and the outside environment.
- The inspector completed a joint observation with the manager of the provision.
- The inspector looked at a sample of documentation including development plans and a sample of children's development records.
- The inspector talked with a number of staff including some staff from each room.
- The inspector talked with a number of parents.

Inspector

Sue Mann

Full Report

Information about the setting

The Montessori Neighbourhood Nursery School 11 was registered in 2009. It is situated in purpose built premises on the ground floor of a residential complex. The setting is privately owned and is located in Fulham, in the London Borough of Hammersmith and Fulham.

The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year. Children are cared for in three main rooms. There is also a soft play area and an enclosed outdoor

space, which all the children share. The nursery is registered on the Early Years Register. The nursery follows the Montessori philosophy of education.

There are currently 50 children attending who are within the early years age range. The nursery supports a number of children with English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years old. The nursery employs 12 members of staff. The manager and three other members of staff hold Montessori Qualifications to level 4. All other staff hold appropriate early years qualifications to at least level 2. There are three unqualified staff who do not work with children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the lunch time organisation to encourage children to be aware that safety is an important factor when handling tools and equipment, for example plates and glasses, and have sensible rules for everyone to follow
- develop consistency in staff interaction by making sure they all provide children with time to talk and think to develop their understanding and skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy their learning. Staff provide the children with a good range of experiences, based on the Montessori approach and the Early Years Foundation Stage. Overall, children are supported well by staff who are on hand to extend children's thinking and ideas. However, this is not consistent with all staff, as some staff fail to give children time and space to think their ideas through. The good use of observations and assessment enables staff to plan appropriate next steps for children's learning and development. This means that children make good progress in relation to their starting points. Systems for monitoring the progress of two-year-olds are starting to be introduced, and staff show a good knowledge of the process of completing the two-year-check. The nursery works hard to encourage parents to play an active part in their children's learning and development. Regular parent meetings are held and staff are on hand to provide verbal feedback at the end of each session. Communication books for the younger children enable staff and parents to work closely together to meet each child's individual needs. Parents value these books as they allow them to see what their child has achieved and done during their time

at the nursery.

Children enjoy a good range of experiences both indoors and outdoors. They enjoy playing with a variety of resources outside, including riding bikes and building models with construction materials. They talk about the snails as they watch them slide around the table. Children's language and communication is developing well, including those who learn English as an additional language. Children enjoy reading books and story times, showing confidence as they link letters and sounds on the labels of their personalised compartments for storage of their shoes. Children enjoy solving mathematical problems using the wide range of Montessori resources. Staff support children as they identify and place the correct number of spindles in the spindle box. Children develop fine motor skills as they use elastic bands to attach different numbers of spindles together. Children's awareness of cultural diversity is promoted through the good range of resources, books and the regular celebration of cultural festivals. Children's awareness is further supported through the pictures and posters around the nursery.

Overall, children's independence is well fostered as they take turns to lay the tables ready for mealtimes, serve up their own food and prepare their own snacks. However, the organisation of the lunchtime routine results in children being less focussed on the safe use of equipment. Children freely access fresh milk and water from the mini fridges in each room when they need a drink, which means that children do not become thirsty at nursery.

The contribution of the early years provision to the well-being of children

The nursery is bright and cheerful, with lots of examples of the children's work on wall displays. Children within the nursery are confident and well behaved. They have good relationships with the staff and each other. Children respond well to the disciplines of the Montessori approach and replace toys and resources when they have finished with them. This ensures that the environment is organised and tidy. Children play an active part in tidying-up routines and enjoy laying the table ready for mealtimes. Children are encouraged to develop good understanding of the importance of healthy diets through the well-balanced and nutritious meals and snacks the nursery provides. The children prepare snacks when they are hungry, which supports their independence. Lunches are provided by outside caterers, which cater well for children's individual dietary needs. Children wash their hands before meals and after playing, which supports their development of personal hygiene routines. Pictorial aids in the bathrooms further promote children's awareness of good hand washing.

Key persons spend time with new parents and their children to help them settle into the nursery. This ensures that staff are knowledgeable about their key children and effectively support children's next steps in their learning and development.

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

Staff have a secure and well-developed understanding of the procedures to follow should they have a concern about a child in their care. Regular fire drills are carried out to enable children to develop an understanding of how to keep themselves safe in the event of an emergency. The manager demonstrates a good understanding of her role in ensuring that all staff working with children are suitable to do so, which is further supported by comprehensive policies and procedures. Thorough risk assessment and daily checks provide a setting that is safe for the children who attend. All identified hazards are dealt with prior to the children arriving.

The nursery has a good commitment towards continuous improvement and all actions and recommendations made at the last inspection have been fully addressed. The manager ensures that the views of the staff, parents and children are gathered through questionnaires and verbal feedback, which enables the nursery to respond to its users' changing needs and requirements. Staff's professional development is well supported, using appraisals and regular staff meetings. This enables the nursery to identify and secure training to meet the individual needs of the staff.

Partnerships with parents are effective. Parents speak highly about the nursery and the commitment of the staff in ensuring that children are well supported in their learning and development. Parents are fully informed about their children's activities, achievements and well-being through daily verbal feedback and communication books. Parents are able to access a good range of information about the nursery and its Montessori methods in the entrance hall. Weekly planning and menus are also displayed to enable parents to be fully up to date. Staff have good partnerships with outside agencies that enables them to access a range of support as required. Links with local schools, which the children attend when they leave the nursery, are also in place, which means that the transition process in to school is managed well and sensitively.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY392310
Local authority	Hammersmith & Fulham
Inspection number	815994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	50
Name of provider	Winnie Minling Cao Sharples
Date of previous inspection	03/08/2009
Telephone number	02077 368922

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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