

Mace Annex

25-27 Dalling Road, Hammersmith, LONDON, W6 0JD

Inspection date	25/10/2012
Previous inspection date	12/03/2009

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

- Children in all age groups form strong attachments with staff. This helps children to feel relaxed, enjoy their time at the nursery and develop self-confidence and independence skills.
- Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numbers, count, subtract and to learn basic mathematical language.
- Trusting relationships are formed with parents. Those spoken to say they are happy with the service provided and feel well-informed about the provision.
- The manager leads the nursery well and effective self-evaluation systems are implemented to drive continual improvement of the outcomes for children.

It is not yet outstanding because

- Not all staff are consistent in encouraging children to develop their thoughts and ideas during story time. This sometimes leads to children losing interest and opportunities to engage them being lost.
- Staff do not consistently involve all parents as part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and during a walk across the road to a roof garden in their adjoining nursery.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and deputy manager of the nursery.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

Inspector

Yasmine Hurley

Full Report

Information about the setting

Mace Montessori Annex Nursery is one of three nurseries run by Mace Montessori Ltd. It registered in 2008 and operates from two play rooms in a ground floor annexe, purpose built building. Children have daily access to a purpose built roof garden situated in the Mace Montessori School across the road and an adjoining communal park. The nursery is situated in a residential area in the London Borough of Hammersmith and Fulham. It is

open each weekday from 8am to 6pm Monday to Friday for 51 weeks of the year. There are currently 20 children aged from two years to under five years on roll, some in part-time places. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates in line with the Montessori educational philosophy. It is in receipt of funding for the provision of free early education to some two-year-olds and for children aged three and four years. There are nine members of staff, all of whom hold appropriate early years professional qualifications.

What the setting needs to do to improve further

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

- enhance the educational programme for communication and language by exploring ways to engage all children fully during story time
- develop further systems to encourage all parents to review their children's progress regularly and contribute to their child's learning and development records.

Inspection judgements

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

Children are well cared for in a welcoming, bright, child centred environment that is inclusive and reflects the children's backgrounds, communities and family lifestyles. There is a good choice of resources both indoors and outdoors and staff plan stimulating and interesting activities to cover the seven required areas of learning and development. This helps children to make good progress overall. Key persons make regular observations and assessments of children's progress, including their starting points, which they use effectively to plan for children's next steps. They follow children's changing interests skilfully and they generally support children well throughout their activities. Although staff mostly engage with parents well, they do not fully encourage all parents to contribute towards their children's ongoing assessments. As a result they do not always get a clear picture of all children's all-round development to help enhance their planning for children's individual learning.

Staff encourage children to learn about sounds and rhymes through singing songs together enthusiastically. Children are beginning to form initial letters of their names and to sound out words. Staff extend older children's skills further helping them to write their name, as well as basic words. Additionally, children visit the book area and choose and

browse through books independently while staff are supporting their language and literacy skills by reading them stories.

Children generally participate well at story time, during music sessions and circle times which helps to encourage and extend their communication skills through the use of songs and discussions. However, on some occasions staff are not encouraging all children to join in during story time and therefore opportunities are being missed for children to further develop their thoughts and ideas.

Staff support children's growing understanding of calculating by planning highly effective activities throughout children's play. Children enjoy using new skills to solve problems and to count, which helps them make good progress for their future lives. For example, some children confidently count to 15 and use skills for measuring and calculating. They learn to count everyday objects such as the amount of beads, dinosaurs, cars they have during their play.

Children immerse themselves in creative and imaginary play, using play dough, foam, miniature people, dinosaurs and animals. They extend such play of their own accord by adding new resources and developing ideas. For example, children are using their imaginative skills pretending that dinosaurs are flying like eagles and pretending they are trees with branches, stomping around the forest during a dance session.

Children thoroughly enjoy learning about the environment and the world around, through well thought out and meaningful activities. Children explore and investigate in the vegetable area situated in a purpose built roof garden across the road. They plant seeds in their garden, water the plants and watch them grow. When they are ready the children pick the vegetables and eat them with their meals at the nursery. These experiences successfully enhance children's understanding about where food comes from. They also support children in gaining useful attitudes for their future lives and to make sense of the world around them. The varying backgrounds of children attending the nursery are acknowledged fully. Children's awareness of others is increased through special events, including a variety of religious and cultural festivals. The children and staff represent a wide range of cultures and everyone is treated with respect.

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

All children develop a very secure sense of belonging as they develop strong bonds with other children and staff. They play well with other children, share and take turns and are considerate of each other using words such as 'please' and 'thank you'. Staff listen to and praise children which promotes their self-esteem and confidence. All children and parents receive a warm welcome upon arrival at the nursery and each child has their own key person who helps them to settle and feel secure. The key person makes sure that children are well supported when they move on to the next age group or school. They are sensitive to children's possible anxiety and carefully prepare them for these transitions.

Staff make clear their expectations for children's behaviour, and children respond

correspondingly. Children have a clear and good understanding of how to stay safe. This knowledge is demonstrated as older children confidently talk about potential dangers and how to keep themselves safe. For example, children line up and safely follow rules when crossing the road to visit the adjacent roof garden and younger children wear a harness and are closely supervised by staff. Regular evacuation drills help all children to become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner. Children learn through discussions with staff and outside visitors about 'people who help us', such as the police and fire service.

Staff promote children's welfare effectively and ensure that children are cared for in a safe and healthy environment and their individual care needs are met. Children develop a good understanding about living healthy lifestyles as staff have valuable discussions with them during mealtimes and other relevant activities. As a result, children clearly understand the importance of a healthy balanced diet and regular exercise. They rapidly become independent owing to staff expectations, for example, through serving their snacks and meals, pouring their drinks and helping to tidy up. They relish taking on such responsibilities.

All children particularly enjoy the outdoor play area. The roof garden is well-resourced and is organised thoughtfully. Staff plan fun outdoor games and activities to help children to develop an understanding of the importance of physical exercise. Children enjoy participating in physical activities in all weathers and they move safely, climbing and balancing with confidence.

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

The manager ensures that effective procedures are in place to recruit suitable staff. Staff are well qualified, experienced and work together efficiently. They clearly enjoy their work, which is evident in their positive interactions with children. Staff are well-deployed throughout the nursery. The manager leads the staff team effectively, involving them in regular staff meetings, appraisals and allocating areas of special responsibility, so that they all work as an effective team to drive improvement. The staff team has a good understanding of safeguarding children procedures and knows how to make referrals. Children's welfare is promoted effectively, as thorough risk assessments are carried out by staff helping to keep children and adults safe and minimise any potential risks. Designated staff are responsible for first aid and health and safety and monitor the implementation of policies and procedures to safeguard children's well-being. Staff have a good rapport with the local early years team and outside agencies. They work with them to ensure consistency of care for children and use any feedback from them as part of their self-evaluation..

Management and staff work hard to make sure parents feel included and are kept well-informed about their children's progress and welfare. Parents' views are always sought through discussions, questionnaires and emails. They are able to look at their children's progress records when they wish but are not actively encouraged to do so. Twice yearly

parents' evenings are held to discuss children's progress fully. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment that staff are very friendly and supportive of the children, they are also pleased with the progress their children are making. A very good and thorough self-evaluation document outlines clear strategies to improve learning and development outcomes for children and reflects on future strategies to improve the nursery. The nursery's self-evaluation takes into consideration the views of children, parents, carers and other interested partners, such as, advice from the early years development worker. The nursery has responded positively to all recommendations made at the last inspection, and identifies accurately where the provision requires improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	EY381534
Local authority	Hammersmith & Fulham
Inspection number	815802
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	20
Name of provider	Mace Montessori Schools Limited
Date of previous inspection	12/03/2009
Telephone number	020 8741 5382

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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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