

# Goldstar Montessori Nursery

466 Baker Street, Enfield, Middlesex, EN1 3QS

<b>Inspection date</b>	10/12/2012
Previous inspection date	27/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make swift progress in all areas of development because their key persons keep very accurate observations of their progress. They use these to develop very targeted individual development plans which enable all children to reach their full potential.
- Very strong relationships with parents support children's rapid progress. Parents are fully involved in all aspects of their children's learning and development.
- The manager has exceptionally high standards and has very high expectations of her staff. She thoroughly supports their professional development. As a result children benefit from a skilled, enthusiastic workforce.
- Children are cared for in small groups where they have made very strong relationships with the staff that care for them. This means that even if their key person is not available, they are completely secure with all staff in their minding room.
- Children are highly sociable, confident and enthusiastic. They have daily opportunities to mix with other age groups and enjoy seeing their siblings and friends who are cared for in other rooms. As a result, they feel at home throughout the nursery. This makes any transitions from room to room very smooth.

## 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 children in the nursery to assess their progress
- The inspector looked at documents that support the running of the setting to assess their effectiveness
- The inspector looked at the most recent self evaluation form and discussed changes to it with the manager
- The inspector saw written feedback from parents, so that she could take their views about the setting into consideration
- The inspector observed activities with the manager and discussed joint observations

## Inspector

Naomi Brown

## Full Report

### Information about the setting

Goldstar Montessori Nursery opened in 1996. It operates from a converted end of terrace house on two floors. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the outskirts of Enfield town in the London Borough of Enfield. It is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The nursery is

registered on the Early Years Register. There are currently 105 children aged from birth to under five years on roll, some in part-time places. The nursery caters for children with special educational needs and/or disabilities. There are 20 members of staff, 18 of whom hold early years qualifications to at least level two. Two members of staff have Early Years Professional Status. The setting operates in line with the Montessori educational philosophy and provides funded early education for three and four-year-olds.

### **What the setting needs to do to improve further**

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

- continue to promote children's creativity by providing children with more opportunities to use their drawing skills, for example to draw their own shapes to decorate.

### **Inspection judgements**

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

All children consistently make swift progress towards the early learning goals. This is because staff use a series of highly effective observations, assessments and interactions with parents to make sure that the planning meets all children's individual needs. Thorough starting point assessments for every child enable all staff to make targeted, highly effective plans for development. The manager closely monitors children's development and all planning so that she can make sure that all areas of the curriculum are being considered and planned for. All observations and assessments are highly targeted. They focus not just on individual achievements but also identify the characteristics of effective learning for all children. This enables staff to monitor where children have achieved and how activities support children to develop learning effectively. As a result, all children are able to develop many skills to support them for future learning, for example at school. Differentiated plans for each individual child makes sure that all children receive activities that enable them to develop well.

Children are enthusiastic, motivated learners. All staff members are confident teachers who are very knowledgeable about how young children learn. Minding areas are particularly well organised as children can help themselves to a small number of well thought out resources available at any one time. Babies are particularly well catered for. They are extremely confident and enjoy exploring the world around them, returning to the comfort of their key persons lap if they feel unsure. Rooms are bright, airy and welcoming and encourage children to explore and concentrate on things that they find. For example,

babies have access to a range of noisy toys that are spaced well apart. This encourages them to move independently and babies in this room are developing great confidence in their walking skills. They learn to sing and move their bodies during a lively singing session. Staff members sit in a cosy corner with them and sing their favourite songs. Babies dance and make sounds and actions with their carers. Staff members are highly skilled at involving even the youngest children. They continuously invite less involved members of the group to join in, singing a song containing their name, or choosing their favourite song. This means that all children are eager to join in the activity.

Children have many opportunities to develop their language skills through lively activities, such as reading stories with large books. Older children listen attentively as they read a story with a member of staff. They join in the words when she leaves them gaps, with gusto. They squeal when they see the 'big bad wolf' and they pretend to blow the house down. Staff members constantly seek to engage children who learn English as an additional language. They give them specific tasks during planned activities and direct questions to them, using their names to make sure that they are able to focus their attention. Children who learn English as an additional language are able to develop swift confidence in speaking English. All children rapidly develop wide vocabularies in line with and beyond that expected of their ages and stages of development. Children make such quick progress because staff have high expectations of their abilities. Children are able to understand complex ideas about the world around them, including time and seasons. For example, children and staff discuss what stars are and where they live. Children identify that they live in the sky. They talk about the sun and the moon in the sky and that when the moon goes away, the sun comes up and it is daytime. They discuss with each other that the sun 'makes us warm, it makes flowers grow, flowers need water' demonstrating that they can connect a large number of complex ideas as they follow their train of thought. This high curiosity is encouraged by staff who ask more questions to extend the activity, such as 'why do the flowers not grow in winter?' They give the group plenty of time to answer. As a result, one child states 'because it's too cold.'

Children enjoy many imaginative and varied opportunities to develop their physical skills. They move their bodies freely and imaginatively as they dance to music that they have chosen. Staff join in and follow children's lead in these sessions, as they 'crouch down like a mouse' and 'stretch out like a wall.' Children all move around minding areas with great confidence. They thoroughly enjoy expressing themselves creatively using their bodies and relish in the shapes that they can make. They have many opportunities to develop their small muscle skills as they learn to feed themselves with spoons. They use safety scissors with thorough support from staff to cut along lines and to make shapes. However, while children have many excellent activities that encourage their free creativity, they do not always have the opportunity to cut out shapes that they have drawn themselves.

The nursery staff have established very strong relationships with parents to support children's rapid progress. Parents are fully involved in all aspects of their children's learning and development. They enjoy reading daily progress reports on their children's activities and progress. They respond extremely positively to daily suggestions of activities to do at home with their children. Parents share much information with staff about what their children have done at home. As a result, staff are able to plan very targeted activities

to progress all children in their care.

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

All children are thoroughly secure and safe in the nursery. The key person system is especially well used to make sure that all children have strong bonds with the people who care for them. Children are cared for in small groups so that they are able to feel at home with several staff members. This helps to make sure that they are always with someone they feel close to, even if their key person is not available. All children enjoy cuddles and comfort from the staff. They move around their rooms with great confidence and play closely with their friends because of these strong attachments with staff. Children have daily opportunities to mix with other age groups in the nursery. This fully supports transitions between rooms as they are familiar with other staff and children.

Children have many excellent opportunities to express their developing independence. They are given responsibility for many simple tasks. They set out activities and tidy their toys away when they have finished. Children help themselves to food and clear their own plates after eating. These routines not only encourage children to be very independent, they enable children to develop skills to support them for future learning. Children thrive because they take pride in these responsibilities and they are very confident. Even younger children are learning swiftly how to manage their own safety. For example, staff use gentle reminders to help them to learn about areas of hazard, such as staying away from the door.

In the baby room, large, clear floor areas with plenty of space for free movement, encourage babies and toddlers to explore their surroundings. Resources are laid out so that they are safely accessible to young children. Staff use their comprehensive knowledge about individual children's likes and learning needs to provide things to interest them. Babies and toddlers are highly inquisitive about their surroundings. They play enthusiastically with their key person and other staff. Staff have provided lots of toys to encourage babies to learn to play cooperatively with each other. For example, they all play with a large activity centre, reacting excitedly when their friends press a button and make a noise. All children have plenty of opportunities to play with their friends. Older children share lots of craft resources during planned activities. They share glue spreaders and glitter and they enthusiastically discuss what their friends are doing. Children have extremely high confidence because staff value their activities and things that they have made and frequently praise them.

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

The manager is very knowledgeable, dedicated and ambitious. She consistently seeks areas for improvement and encourages all staff to develop their practice through supervisions and training. The manager is very reflective. Her evaluation systems thoroughly support targeted changes for the benefit of all children. She knows all areas of

the nursery extremely well. She communicates daily with parents, staff and children and knows all children's names and needs. She has been in post for some time and has continued to develop all areas of the nursery, with very clear goals and great success. She offers a great deal of stability to the nursery and staff and children benefit from her high ambition and her excellent example.

All staff are exceptionally clear about their responsibility to safeguard children in their care. They are all fully aware of procedures to follow that promote children's safety. They are all highly aware of their individual responsibilities to protect children because they are all trained in relevant areas. These include risk assessments and child protection training.

The manager works very hard to make sure that she has a highly skilled staff team. She supervises staff closely and identifies specific training needs to thoroughly promote their development. Members of staff praise the manager's commitment to their professional development. This makes sure that the whole staff team are very knowledgeable about the Early Years Foundation Stage. They have many opportunities to update their already excellent practice.

Both the nominated person and the manager have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They monitor these through close supervisions with staff. The manager spends time in each room of the nursery every day and she seeks regular feedback from parents. This enables her to react to any changes in children's welfare immediately to fully promote their health and safety. The manager and her staff team use highly effective methods to communicate with parents. Parents receive daily feedback from their child's key person about all aspects of their children's day. The manager seeks their views frequently and invites them to give her ideas for changes that they would like to see. As a result, the nursery is very responsive to the needs of all children and the manager responds swiftly to feedback she receives.

The manager has established highly effective partnerships with other professionals involved in children's care. She communicates extremely closely with parents and other carers to make sure that all children's needs are fully met at all times. Children benefit greatly from this close attention to their needs as staff are able to implement highly targeted care plans.

### **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

<b>Unique reference number</b>	135292
<b>Local authority</b>	Enfield
<b>Inspection number</b>	889262

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	64
<b>Number of children on roll</b>	105
<b>Name of provider</b>	Danielle Somers
<b>Date of previous inspection</b>	27/04/2011
<b>Telephone number</b>	020 8364 6876

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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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