

Orchid Montessori Nursery School

St Michael's Church, Hedley Room, Main Road, Romford, RM2 5EL

Inspection date	17/12/2012
Previous inspection date	01/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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 make very good progress in their learning and development, particularly in the areas of literacy and numeracy.
- Staff use the Montessori approach successfully to support children in the acquisition of key skills for the future. Children are extremely well prepared for their transition to school.
- Children gain high levels of self-confidence and independence. Their behaviour is excellent.
- Staff liaise closely with parents to encourage an active involvement in their children's learning.

It is not yet outstanding because

- staff do not make the most of the outdoor play area to extend children's learning about the world through the provision of a wide variety of outdoor experiences.

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 the children as they participated in free play and worked on self-chosen tasks using Montessori equipment.
- The inspector observed the children taking part in adult-led group activities.
- The inspector interviewed the provider and the manager.
- The inspector talked with staff and parents.
- The inspector viewed samples of the setting's documentation.

Inspector

Jill Nugent

Full Report

Information about the setting

Orchid Montessori Nursery School is a privately owned provision and registered in 2008. It operates from two rooms in a church hall in Romford, within the London Borough of Havering. Children have access to a secure outdoor play area. The school is open from 9am until 12pm and from 12pm until 3pm every weekday during term time. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children from two years to under eight years may

attend the setting at any one time. Currently there are 64 children in the early years age group on roll. The nursery school supports children who have special educational needs and/or disabilities and those who speak English as an additional language. The nursery school employs nine members of staff, the majority of whom hold appropriate early years qualifications. The provider is a fully trained Montessori practitioner.

What the setting needs to do to improve further

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

- explore ways of using the outdoor play area to offer a wider variety of activities that extend children's learning of the natural environment, for example, investigating different features or caring for living things.

Inspection judgements

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

Staff use a variety of effective teaching methods to help children progress towards the early learning goals. They have a set routine which includes quiet Montessori work times, more active free play, and adult-led group or circle times. Children are able to progress through the formal stages of Montessori learning at their own pace. Staff allow them time to investigate. They offer help if needed and praise for children's achievements. This helps children to gain self-confidence in the use of the equipment. Staff feed back their observations of children's Montessori learning to the provider who plans for the children's next stages of learning. She ensures that all children are progressing well given their starting points and some make significant progress. In addition, staff encourage children to extend their use of language while sharing books or participating in show and tell. Staff gently encourage children so that they gain confidence in talking to an audience. They model sentences and ask questions which help children to think and to experiment with new words. Circle times are well organised so that children have the opportunity to take part in songs, rhymes and games which reinforce their learning in language, literacy and numeracy.

Children show much interest in the resources and activities on offer. They are fully engaged throughout the day and very keen to learn. They become attentive listeners and confident talkers. They enjoy relaxed conversation with staff during free play and like to talk about their own experiences. Staff challenge children effectively, for example, when asking children to recall what they remember about a particular topic, such as seasons. Children are able to draw clear fine line drawings, which are labelled according to their

own description. They learn about the sounds and shapes of letters and practise handwriting when ready. Using Montessori equipment, they use letters to build words, or learn to sort, group and order objects. They gain a good understanding of how to use numbers to calculate. Consequently, children are gaining a range of excellent skills to support them in their later learning.

Children have good opportunities to explore creative materials, either freely or on a particular theme. For example, they enjoy searching through 'bits and bobs' to make collage pictures on different shapes of paper. They learn new techniques when making pictures for a purpose, for example, Christmas cards and decorations. Staff arrange visits from people in the local area to help children learn about how communities work. For example, children find out about the work of police officers and firefighters. Children have daily opportunities to take part in physical activities outdoors, or indoors if wet. They practise moving in different ways, learn to control small wheeled vehicles and develop coordination as they use large equipment. Children have some opportunities to learn about living things, for example, when growing herbs or observing the setting's land snail. However, staff do not currently plan a wide range of outdoor learning experiences to extend children's knowledge and understanding of a wider world.

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

Staff organise an enabling play environment that is especially conducive to children's learning. Children know exactly what is expected of them. The routine of the day and the orderly arrangement of the Montessori work instil a sense of security. Children feel safe because the room is uncluttered with easy access to equipment, tables and mats. Staff are extremely calm and always approach children in a quiet sensitive manner. The ensuing atmosphere is one of relaxed play and work where children become absorbed in their exploration, either individually or with a friend. Children of all ages select and return pieces of equipment with confidence. They show exceptionally high levels of independence and concentration. They play harmoniously with others at free play times, sharing fairly.

Children's behaviour is exemplary. They adhere to the routines of the day without any need for reminders or extra instructions. For example, they fetch coats and line up quietly for outdoor play. At group and circle times they move quietly into position and listen attentively. They learn to take turns in discussions, for instance, when answering questions about a story. Every child learns their boundaries within the setting. This leads to an environment in which children have space in which to experiment, to assimilate information and to learn through trial and error. As a result children are very happy and develop an excellent attitude to learning. They enjoy each learning experience on offer and are keen to try new ones, for example, when a set of musical instruments is set out for them to explore.

Children enjoy the social aspect of snack and lunch times. They learn about the importance of a healthy diet when taking part in a 'healthy eating' topic. Staff ensure that children understand good hygiene practices. At snack times children are given a choice of healthy foods, including fresh fruits. Staff liaise with parents regarding the contents of

their packed lunches to encourage healthy and nutritious foods. Children have opportunities to play outdoors every day, weather permitting. When the grass area is inaccessible due to the time of year, staff make good use of the small hard area to offer a choice of activities, for example, jumping, bubble-blowing and mark-making. Children develop good manipulative skills as they learn to use tools, such as scissors, tweezers and shape cutters. They are aware of the need to behave in ways that are safe for themselves and others.

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

The provider is actively involved in the setting and works closely with the manager to monitor the ongoing provision for children. As a qualified Montessori teacher, she contributes to the educational programme through her work with individual children. She tracks children's overall progress towards the early learning goals so that any gaps in achievement can be addressed. The manager focuses on the implementation of the Early Years Foundation Stage. She collates staff's assessments of individual children in order to work out their next steps in learning and share these with parents. This combined approach is extremely effective in promoting children's learning and development in all areas. The key workers get to know their children well and support children effectively during each play session. They are adept at knowing when to leave children to investigate independently and when to interact with them. Staff maintain a relaxed, calm approach at all times. Consequently children are able to concentrate on their self-chosen tasks without interruption.

The nursery school has all the required documentation in place to provide a sound framework for staff's practice. The policies are regularly reviewed so that both staff and parents have access to the most up-to-date information. There are appropriate procedures in place to promote the safeguarding of children in the setting. Staff carry out daily safety checks to ensure that the premises continue to be safe and secure. Children are closely supervised as they move around the building but are also encouraged to make their own risk assessments in using the toilet area so as to encourage personal independence. Staff ensure that records relating to children's health and safety are always well maintained. They are attentive to matters of hygiene, particularly with regard to the preparation of foods at snack time. The provider has attended training in child protection and all staff know what to do if they have any concerns relating to child protection.

The provider leads staff in a process of self-evaluation so that she can highlight any areas of practice that require further development. When making plans for the future she also takes parents' views into account. Since the previous inspection, she has worked hard to establish the educational curriculum and to develop the partnership with parents. Staff have regular appraisals and are encouraged to attend training courses related to their professional needs and interests. They are committed to a professional approach and work effectively as a team, always focused on the needs of the children in their care. All staff learn how to support children in their use of Montessori equipment. They also bring their own different experiences of childcare to the setting and this enables them to plan a

variety of alternative activities for children. As a result, children develop a real sense of belonging combined with a willingness to learn.

The provider has established a close working partnership with parents. There is clear information about the provision for children and the setting's procedures. Staff offer individual support to new children when settling in. They maintain a home-school link book for as long as needed so that parents are reassured about their children's well-being. All parents are invited to one formal consultation a year, but can also sign up for any others they would like to have during the year. In this way, parents are kept up to date with children's progress and their individual targets, enabling them to support children at home. Parents are encouraged to make a contribution to the setting by reading to children or telling them about a special festival. Parents are very happy with the care offered to their children and the progress children make. The provider and manager work in liaison with other early years professionals when necessary to support children with special educational needs and/or disabilities. The nursery school has close links with local primary schools and teachers there have commented on children's high level of achievement when starting school.

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	EY372991
Local authority	Havering
Inspection number	895504
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	56
Number of children on roll	64
Name of provider	Orchid Montessori Nursery School Limited
Date of previous inspection	01/12/2008
Telephone number	01708 722 964

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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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