

Nightingale 2 Montessori Nursery

St. Stephens Parish Church, Weir Road, LONDON, SW12 0NU

Inspection date

Previous inspection date

30/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 settle quickly in the well-resourced setting because staff make children feel welcome and form attachments through a secure key person relationship.
- Staff build positive and effective relationships with parents and carers.
- Management provide good levels of support and excellent training opportunities for staff to develop their skills.

It is not yet outstanding because

- The outside area is not used to its full potential to provide children with choices of when they play outside.
- Staff do not always gather sufficient information about children's starting points in their learning to enable them to plan effectively right from when children start.

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 children in the playroom and the garden.
- The inspector spoke to staff throughout the inspection taking into account children's needs.
- The inspector completed a joint observation with the manager of children involved in the role play area.
- The inspector spoke to the manager and deputy and viewed documentation including a self evaluation document, children's learning journeys, and a sample of policies and procedures and staff files.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Nightingale 2 Montessori Nursery opened in 2012. This is the second nursery ran by the management of Nightingale 1 Montessori Nursery, established in 1978. The nursery is located in a church community hall in Balham, within the London Borough of Lambeth. During the hours the nursery runs it has sole use of the main hall and access to an additional side room. Children's toilets are located along the corridor as well as adult toilets and a disabled toilet with nappy changing facilities. Children are escorted to the

toilets as different community groups use other rooms in the building during the hours of operation. The nursery has use of a kitchen. Children will have sole use of an enclosed outdoor area. The nursery is registered on the Early Years Register. It is open Monday to Friday during term time and session times are 9.15am to 12.30pm and a lunch club until 1 pm. An afternoon or full-day session is available until 3.15pm. A team of six staff, including the manager, work with the children. Of these five hold appropriate early years qualifications including Montessori Theory and Methodology, Qualified Teacher Status and Early Years Professional Status.

What the setting needs to do to improve further

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

- review the use of the outdoor areas to enable all children to have choices in where they play and learn
- review the systems to gather information on children's starting points in their learning from parents to maintain a consistent approach.

Inspection judgements

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

Children clearly enjoy their time in the nursery. They are building strong relationships with staff that are nurturing and provide a calm and relaxed atmosphere. Members of staff warmly welcome children and parents into the nursery. Consequently children feel at ease and are keen to engage in a wide range of activities. Children play cooperatively together as they use a well resourced role-play area. Staff support and extend their learning through play. For example, when children show an interest in a till staff encourage them to press the different buttons and see the various numbers appear. Staff encourage children to count 'one', 'two' as they put socks on the dolls. Children develop their own ideas. Children invite each other to come with them to the pretend shops. They put their babies in the buggy and walk to the other side of the hall. Consequently children are becoming independent in their learning and developing the skills for their next stage in their learning or move to school.

Children enjoy listening to stories read by staff and enthusiastically join in during a music session. A visiting adult leads the session and children sing and explore the different sounds the musical instruments make. Children's communication and language development are supported well. Staff continually talk to children during activities and role

model language to support all children in learning new words. Staff effectively support children who are learning English as an additional language. They work closely with parents to enable children to feel they are able to communicate their needs.

Staff plan and provide a wide range of interesting play and learning opportunities. They use the outside area to encourage children to learn about planting and growing flowers. Children investigate how daffodils grow from bulbs. However, children do not always have the opportunity to freely choose to play in the outside area. Generally, outdoor play is structured to an hour at the end of the morning session.

Staff involve parents in their children's learning. They gather some information when the children first start. However, this relates more to children's interests rather than their developmental starting points. This means that at times staff are not able to plan the next steps in children's learning from the onset.

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

Children's personal social and emotional development is good. Children's key person supports them well and is clearly able to identify their individual needs. The calm and organised atmosphere helps children to feel secure. Staff encourage them to learn the boundaries and expectations such as sharing and using equipment appropriately. For example, during a minor disagreement between two children, the member of staff gets down to their level and explains about sharing. They talk about how the toys are for all the children to use. After further discussion the children are able to resolve it themselves. Children pass dolls to each other and say 'thank you'. The staff praise children consistently which helps them to develop confidence and builds their self-esteem.

Staff display Montessori equipment and give children choices in their play and learning. Children quickly learn the simple rules such as once you have finished with a piece of equipment you put it away. Staff gently remind younger children and support them in putting puzzles away. As a consequence children show respect for their environment and each other.

Children learn how to use the equipment safely as they chop their own fruit at snack time. They learn how to promote their own health as staff remind them to 'cover their coughs' with their hands and dispose of tissues appropriately. Children learn to carry chairs safely when it is group time. There is a good range of equipment covering all areas of learning. Children are encouraged to be independent and choose what they would like to play with. From a young age they learn how to use it safely. Staff role model and introduce the task to the children before encouraging them to try for themselves.

Children's physical development is well supported. Children show good control as they use a wide range of equipment such as tongs and paint brushes. They confidently mould dough into a ball before making faces in it as part of an activity. Staff extend their learning through encouraging the children to talk about different feelings such as happy, sad and surprise. Children experiment with their dough faces and children tell members of staff

they have made a grumpy face.

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

There is strong leadership from the enthusiastic manager and deputy. They both demonstrate a strong commitment to providing high-quality care and education. Staff feel valued and supported and report that they have good opportunities to attend training. In addition there is a detailed induction to help in identifying any additional training needs. There are effective systems in place to monitor and evaluate the provision. Management and staff regularly review their practice to make sure that children's individual needs are met. Staff review children's progress to make sure they are covering all areas of learning and enjoying their time in the nursery. Parents are encouraged to share their views and make suggestions. The local authority advisers visit and make suggestions. As a result the setting has devised an action plan to help them continually improve.

Management and staff demonstrate good knowledge and understanding of the safeguarding and welfare requirements. All staff are encouraged to attend child protection training and to read the policies and procedures. They are all clear on their role and responsibility in safeguarding children. Management are confident in their procedures in the event of a concern with regard to children's welfare. There are good recruitment and vetting procedures in place to enable management to appoint suitable staff. Their ongoing suitability is monitored through annual appraisals. Staff undertake regular risk assessments and daily safety checks to make sure the premises are safe and secure.

There are good systems in place to make sure that the learning and development requirements are met. Management review children's learning journey files to make sure that staff are completing regular observations. They assess children's progress and regularly discussed with staff how they plan for each child. Staff are in the process of writing progress checks for children aged between two and three years. There are systems in place to seek further support if necessary.

Staff build effective relationships with parents. They make time for parents to talk about their children's progress at the beginning and the end of the session. Parents know that they can view their children's records at any time. Parents report that their children are happy and benefit from the 'serene and secure environment' and staff are 'friendly and approachable'. They feel their children are progressing well

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
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		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	EY448664
Local authority	Lambeth
Inspection number	805325
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	17

Name of provider	Nightingale 2 Montessori Nursery Limited
Date of previous inspection	Not applicable
Telephone number	07930401769

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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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