

Bright Learners Montessori Nursery

Wesley Hall, 9 Stapylton Road, BARNET, Hertfordshire, EN5 4JJ

Inspection date	14/02/2013
Previous inspection date	05/07/2009

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		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 make secure attachments to their key person. As a result, they happily explore their surroundings and display high levels of confidence.
- The manager shows a strong drive and ability to bring about continuous improvements in the setting. Management is effective, enabling the nursery to run smoothly.
- Parents have access to plenty of information about their children's time at the nursery.
- Children have wonderful opportunities to learn about mathematical ideas during play. As a result, children are encouraged to test their ideas and solve problems.

It is not yet outstanding because

- Children spend a lot of time waiting for care routines to be completed by the whole group, with particular regards to snack and toilet time.

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 and interaction between staff and children during free play and planned activities in the main hall, garden area and during snack time.
- The inspector held a meeting with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all adults working with children.

Inspector

Anahita Aderianwalla

Full Report

Information about the setting

Bright Learners Montessori Nursery registered in 2009 following a change of ownership. It is privately owned and is situated in a church hall in High Barnet in the London Borough of Barnet. It is an established nursery comprising one main room. There is good access to the provision, which is on the ground floor. Children also use a secure, enclosed outdoor play area. Currently there are 41 children on roll in the early years age range. Children attend for a variety of sessions throughout the week. The nursery is open each weekday from 9am to 3pm during term times, 39 weeks a year. Children with special educational needs and/ or disabilities are included. The nursery currently supports a number of

children who learn English as an additional language. The nursery employs seven members of staff. All hold appropriate early years qualifications, including four qualified Montessori teachers. The nursery is registered on the Early Years Register. The nursery follows both a Montessori curriculum and the Early Years Foundation Stage. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve the organisation of some daily routines, for example snack and toilet times, so that children are not asked to wait for long periods of time.

Inspection judgements

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

The manager and staff have a secure knowledge of the Early Years Foundation Stage. They use this knowledge to plan purposeful activities that cover all seven areas of learning.

Staff use observations well to identify where children are in their development and to plan for children's next steps. Staff track children's progress to ensure children are developing across each area. Staff plan challenging and exciting activities across the curriculum. They also use more focused plans for individuals to complement the general planning. These use further information from key persons, who are skilful in tailoring activities to the children's individual learning needs.

Staff implement a balanced educational programme well. They use effective techniques to extend and challenge children's thinking. They model good vocabulary and give children time to think. For example, while making Valentine cards, staff ask children what the paint feels like, what it looks like and how it makes them feel. Staff ask open-ended questions to encourage children's communication skills.

Staff provide children with a wide range of creative materials that encourage them to experience different textures and to explore modelling techniques. Staff set up a junk modelling area that gives children continuous opportunities to have tremendous fun. They squeeze, pat, cut and stick various shapes and sizes of materials together.

Staff provide a visually exciting environment. There are interesting things for children to

look at, talk about and learn from. For example, images of people from different cultures, professions and text from around the world are on display. This gives children good opportunities to learn about the world they live in. Staff also support children's awareness of diversity and their understanding of the world using many fun and interesting resources and activities. For example, children thoroughly enjoy daily access to books in different languages, play foods, utensils, and enjoy dressing up in costumes.

Children are able to fully develop their imaginative skills. They enjoy play in the home corner where they have plenty of opportunities for real life experiences. For example, children brush the floor with small brooms and wash utensils and cutlery, with water and soap. They then happily dry them up and place them away in the correct area.

Staff make good use of printed words in the environment to encourage children's literacy and reading skills. For example, they have clearly labelled resources and storage equipment all around the setting. Children enjoy reading and selecting books of their own choice from the book corner. Children have many opportunities to practise their early writing skills. They enjoy drawing pictures and practise writing their own names on their work.

Children enjoy playing a variety of interesting games and jigsaws, which enable them to make predictions and solve problems. For example, they became entirely engrossed in playing a memory game. This required them to remember an item removed from a tray by a member of staff. As they remembered the item, they talked vividly about it in response to staff's skilful prompting. Staff asked children if the object was long, short, thin, large, small, heavy or light. This taught them about mathematical concepts and staff used appropriate vocabulary to help children think critically.

Staff foster children's personal, social and emotional development well. Children show interest in the activities and resources staff present and are keen to explore their surroundings. Younger children are confident and secure as they play alongside others. Older children form special friendships as they share toys and negotiate turn-taking independently.

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

Children happily explore their surroundings and display high levels of confidence. This is a result of the secure attachments that children make with their key person. Staff make time for children, listen to their needs and give them time to express their ideas and thoughts. As a result, children quickly become secure in the warm, welcoming environment.

Staff ensure a smooth settling-in period through good partnerships with parents. They encourage parents to share information about their child and discuss ways to ensure children settle as quickly as possible. They support children who are learning English as an additional language. During registration, parents provide key words in their children's home languages. Staff use visual aids and facial expressions to aid communication. Parents are fully involved in their children's learning. Daily verbal feedback allows staff to

offer ideas for learning at home. The staff invite parents to meetings to discuss children's progress where staff share learning journeys and update parents on children's development, seek information about changing interests and discuss any other issues.

Children learn about the importance of healthy lifestyles. They enjoy healthy options at meal times, and have access to water in small cups and jugs that they can pour themselves. Children eat a wide range of healthy, nutritious fruit and vegetables at snack time. They have options to serve themselves from the snack bar and have a more routinely planned snack time. Children wait patiently to go to the toilet and at snack time for their food to arrive. However, as staff spend a lot of time directing children to follow the toileting and snack routines, their engagement in play during these times is disrupted. Children have many opportunities to learn about safety. Children tidy up after play, learn to use tools carefully and have resources to further support their awareness of safety.

Staff prepare children for the next stage in their learning well. Children learn to become independent and are able to express their wants and needs. They behave well and access resources of their choice and help tidy up without being told. These are valuable skills that children require to become ready for school.

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

Leadership and management are effective, which enables the nursery to run smoothly. The manager has a firm understanding of her responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are cared for in safe and welcoming environment. Designated staff undertake daily risk assessments to contribute to children's safety, and they identify and address risks promptly. Staff regularly evaluate accident records to identify any common cause, and they administer medication correctly. All staff are trained in first aid to support children's health should they have an accident. Staff demonstrate a good understanding of child protection procedures should they be concerned about a child's welfare. The management team follow robust recruitment procedures, ensuring that only adults vetted as required are in contact with children.

The senior management team closely monitors the educational programmes, observations and planning to ensure all children are making good progress. The management team support staff well in their professional development. Staff undergo regular formal supervision. This provides opportunities for senior management and staff to discuss performance, areas for development and any training needs. These systems improve outcomes for children as staff develop their skills and knowledge.

The manager shows a strong drive to make continuous improvements to the nursery. She uses the written record for self-evaluation well to identify where practice is strong and where improvements will have most impact for the children. Management and the whole staff team review the setting's full range of policies and procedures throughout the year. They also welcome parental input. They use parental questionnaires to gather parents'

views and participate in the local authority accreditation schemes. As a result, self-evaluation responds to the needs and wishes of children, staff and parents. There are good support systems in place for children with special educational needs and/or disabilities. The manager is aware of the support systems available in the local authority. She develops partnerships where there are concerns about children's development and uses these to meet children's individual needs.

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	EY388169
Local authority	Barnet
Inspection number	838297
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	41
Number of children on roll	30
Name of provider	Hatice Djelal
Date of previous inspection	05/07/2009
Telephone number	0208 447 1848

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Type of provision

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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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