

Bright Eyes Montessori Nursery

1 Acton Hill Studios, 13 Acton Hill Mews, Uxbridge Road, LONDON, W3 9QN

Inspection date

10/04/2013

Previous inspection date

03/05/2012

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

- Staff provide a stimulating and child centred environment with a positive focus on meeting each child's individual needs.
- Good quality partnerships are in place with parents to provide children with continuity of care and learning.
- Staff have a secure understanding of their responsibilities towards safeguarding the children in order to promote their well-being.
- Children have secure, trusting relationships with their key person; consequently, children are settled and growing in confidence.

It is not yet outstanding because

- children have few opportunities to handle large equipment and create structures of their choice in order to further develop their physical skills fully.
- staff do not make the most of meal times to promote children's independence and social skills.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the three children's rooms and the garden.
- The inspector had discussions with parents and staff.
- The inspector undertook a joint observation with the provider/manager .
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.
- The inspector discussed the purpose and function of the new security measures.

Inspector

Christine Bonnett

Full Report

Information about the setting

Bright Eyes Montessori nursery is run by Bright Eyes Montessori Nursery Ltd. It registered in 2010 and is located in a single storey building in Acton, in the London Borough of Ealing. Children have access to a partially covered outdoor play area. The nursery is open each week day from 8am to 6pm for 49 weeks of the year. There are currently 71 children aged from six months to under five years on roll, some in part time places. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children who learn English as an additional language. It is registered on the Early Years Register. The nursery employs 15 staff, of whom nine hold appropriate early years qualifications including one staff member who has Qualified Teacher Status. The nursery follows the Montessori teaching ethos.

What the setting needs to do to improve further

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

- provide children with access to large portable equipment that they can move safely and cooperatively together and create their own structures in order to extend their physical skills as well as possible
- promote children's independence and social skills fully, particularly at lunch times, for example by enabling children to serve their own food and by encouraging more engagement from staff, so they help children by example.

Inspection judgements

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

Staff have a secure understanding of how to implement the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Observation of the children playing and assessments of their progress assist in the planning of a broad range of fun and challenging play experiences and activities. Staff prepare an individual development plan for all children. Parents have a copy of the plan which includes 'possible experiences to be offered at home'. This guide enables parents to monitor their child's progress and to support their learning at home. Information gained from the routine assessments is used to compile the children's progress check at age two

years.

Communication and language are well supported. Children eagerly run to the cosy book area to hear a story read to them. Staff increase children's awareness of how words are formed by linking sounds to letters, for example by asking 'What do you say to a bee? Buzzzzzz'. Staff also ask the children questions to extend their thinking by encouraging them to recall events. Older children have fun learning phonics and can read many words, including their own names, so gaining useful skills in readiness for starting school. Babies enjoy exploring a range of textures, such as wood and fabric, in the treasure baskets provided and exploring the feel of porridge and jelly. Staff give warm care to babies and hold them in their arms for bottle feeding.

Children benefit from physical exercise in the covered outdoor area, or in the local park. Staff help children learn about the wider world by carrying out experiments with them in the park, such as making 'volcanoes' and 'launching rockets'. However, older children do not have access to large portable apparatus that they can move safely with their friends and create their own structures, to enhance their development. Many of the children and staff speak or learn English as an additional language. Staff use their existing linguistic skills or learn key words in another language to help new children settle. A French parent holds sessions with the older children each week to enable them to learn French.

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

The key person system is effective and gives appropriate support to all children. This support extends to children when they move from one room to another within the nursery. A progress report helps the child's new key person to get to know the child well and to provide consistent care. Children make several visits to their new room before they spend their first day there to make sure that are happy and content. Staff prepare children for their next stage of learning at school by promoting their personal, social and emotional skills. These include ensuring that the children can manage their personal care and can dress themselves.

Children quickly pick-up the routine of the day and learn what is expected of them. For example, they quietly and methodically concentrate on their chosen task during the Montessori practical life period. Knowing what is expected of them helps children to develop a sense of security and belonging. Children also learn how to help keep themselves and others safe, such as by not running indoors in case they fall. The nursery is well stocked with Montessori equipment and other resources. These are used well by the children and staff to promote learning in all areas.

Children enjoy healthy and nutritious meals that take account of their individual dietary needs. Favourite lunches include pasta, fresh vegetables and fish curry. Fresh fruit is offered at snack time. Older children sit together around the table; however children's independence is not fully promoted because the food is served to them individually on a

plate. They do not routinely have the opportunity to serve themselves. In addition, a calm and social time is not created because staff do not usually sit with the children and model good table manners and social skills.

As well as benefitting from a good diet, children also learn the importance of adopting good hygiene regimes. For example, the older children explain confidently that germs need to be washed away before eating. They also benefit from regular yoga sessions. These help children to control their bodies by doing stretching and breathing exercises.

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

The provider is aware of her responsibility to safeguard the well-being of the children. To help protect their welfare she is currently taking steps to increase the security of the premises by installing closed circuit television cameras in each room. The provider is working closely with parents to ensure that the system used is unobtrusive and does not impinge upon the children's privacy at any time. The purpose of the new measure is to enhance the existing security system that effectively prevents children leaving the premises unsupervised or unwelcome intruders entering. The risk assessments of the building and routine safety checks ensure that children are not exposed to obvious safety hazards.

The provider is the designated person for safeguarding issues within the nursery. She ensures that all her staff have secure knowledge of safeguarding matters, including the procedure to follow to report concerns. The robust recruitment procedures for new staff ensure that all the required suitability checks are carried out before a staff member has unsupervised access to the children. The provider and her deputy manager monitor the practice of the staff to ensure that the learning requirements are implemented fully and each child is making appropriate progress towards the early learning goals in relation to their starting points. Continuous professional development of staff is encouraged in order to increase their skills and knowledge and, consequently, improve outcomes for children.

Self-evaluation is carried out by the management team and staff. Action plans are drawn up with target dates for new initiatives to be implemented. Plans for the future include developing the 'forest school' ethos and introducing Taekwondo sessions for the children.

Staff establish close links with parents. Staff in the baby room complete 'Liaison sheets' each day for the younger children in order to keep parents well-informed about how their children have spent the day. On the day of inspection several parents commented that they like the nursery provision very much and they feel that their children are secure. They also commented that they are pleasantly surprised about how much their children are learning.

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 action. 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	EY414495
Local authority	Ealing
Inspection number	908453
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	71
Name of provider	Bright Eyes Montessori Nursery Ltd
Date of previous inspection	03/05/2012
Telephone number	02089932009

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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, which are usually the childminder's 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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