

Phoenix Montessori Nursery

27 Stamford Hill, London, N16 5TN

Inspection date	13/05/2013
Previous inspection date	03/02/2011

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 have access to an educational programme, which offers them exciting, interesting and challenging activities suited to their interests and needs.
- Staff use good teaching techniques and have high expectations of children. This benefits children, as they make good progress in relation to their starting points at entry.
- Children benefit from secure attachments to their key person and other adults working in the nursery. As a result, they are confident, happy and have a strong sense of belonging.
- The nursery has effective systems to promote good partnership working with parents

It is not yet outstanding because

- At times, staff miss opportunities to develop children's awareness of their own and others written languages in the nursery environment.
- Children are not always encouraged to promote further their self-care skills, as staff serve children's lunches and pour their drinks at this 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
- 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.

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's play and staff interactions, indoors and outside
- The inspector and manager undertook a joint observation of a teaching activity
- The inspector talked with staff within the nursery and held discussions with the manager
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records

Inspector

Vicky Vasiliadis

Full Report

Information about the setting

Phoenix Montessori Nursery is a private nursery, which registered in 1993. The nursery is in Stamford Hill in the London Borough of Hackney. Children have access to three rooms situated in the basement, ground floor and first floor. Children also have access to an enclosed outdoor play area.

The nursery adopts a Montessori educational philosophy. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 50 children on roll within the early years age range.

The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are 14 members of staff, all of whom hold early years qualifications. The manager holds a level 5 qualification.

What the setting needs to do to improve further

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

- strengthen children's literacy skills by raising their awareness of how different languages are written
- encourage further children's self-care skills by providing them with opportunities to serve their own meals and drinks.

Inspection judgements

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

Staff provide children with an educational programme that is interesting and which provides a good range of challenging activities. Resources and activities are well organised, attractively presented and easily accessible to children. Staff successfully identify children's starting points, and observation, assessment and planning is effective. As a result, staff are able to effectively monitor children's learning, particularly if there are concerns about gaps in children's development. This helps to ensure that children, including children with additional needs, make consistent progress and improvements in

their learning. Staff involve parents in children's ongoing learning as they talk to them at the end of each day. Regular parents' evenings also take place, where staff produce written summative reports of children's progress. In addition, the nursery is completing the two-year old progress checks. Where children live in the borough, the nursery arranges visits with the health visitor to coincide with the two-year check. This helps to ensure that parent's, staff and the health visitor work together to meet the individual needs of the children.

Children are developing their early writing skills as they make marks in the sand. Staff bring children's attention to different shapes and patterns that they make, which supports their developing literacy skills. Children enjoy looking at books on their own and having stories read to them. They are beginning to show an interest in books and have favourite stories that they are keen for staff to read. For example, children excitedly respond to pictures and many know the next part of the story. Staff use different voices and tones when reading stories to children which engages and captures children's interests. Children learning English as an additional language receive good levels of support. Parents are encouraged to share information about home languages and staff seek key words in the children's home language. They also use visual images to help them communicate with children, and there are books available in children's home languages. This helps children to feel included and valued and promotes their communication and language skills. However, children have fewer opportunities to see different languages written and displayed throughout the nursery.

Staff promote children's communication and language development well. They engage in sustained conversations with children, some of whom are confident talkers. Staff talk to children about their ideas and thoughts. For example, children take great delight in talking about what they think will happen if they build their towers too high. This helps children to begin to create and think critically. Staff use language to describe babies' and toddlers' play. They talk to children about how they move the cars, different colours and the shapes that they make. Children have lots of fun as they experiment building towers, and laugh heartily when they fall down. Other children enjoy talking to visitors and eagerly introduce themselves and ask visitors to do the same. Younger children enjoy using their imaginative skills as they play with the home corner equipment and food. Children enjoy taking 'Cali' the bear home with them or on outings. Parents and children are encouraged to record 'Cali's' adventures. They can put in photographs or write about what they have done in the book, which accompanies 'Cali'. As a result, children begin to develop an understanding of their own and others' cultures.

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

Children are able to use an outdoor environment, which promotes and extends their physical skills and learning opportunities. Children enjoy climbing up and down the climbing equipment and do so with great enthusiasm. The nursery cook provides children with healthy meals that take account of their dietary requirements. Staff work with parents to obtain information on children's health and dietary needs. Staff talk to children about how their cabbage, sweet corn and tomatoes are growing well in the garden. Staff

have conversations with children about certain foods being good for them and others which they should have in moderation. Children are aware of hygiene routines, they talk about their toothbrushes, and that they must brush their teeth after eating. This promotes children's understanding of developing a healthy lifestyle.

Children develop a good range of skills to prepare them well for their future learning. For example, children develop their independence skills as the nursery environment is well organised. Resources are stored at low-level and trays are labelled with pictures and words. This means that the children are able to make choices in their play and lead their own learning. The staff have organised the baby room well to enable younger children to move safely and freely. For example, staff provide children with walkers and low-level equipment. This helps children to pull to standing and move themselves independently as they 'cruise' around the room. Older children act as helpers and set the table for themselves and friends at lunchtime. However, children are not always encouraged to serve their own food and drink at lunchtime, as staff often do this for them. Children and babies feel safe, as they have formed close and secure relationships with their carers, who are kind, caring and responsive to their needs. Babies demonstrate through their body language and gestures that they are happy, safe and secure. For example, babies sit close to staff when unfamiliar adults are present. Children receive lots of positive praise and encouragement, which supports their confidence and self-esteem. Staff act as positive role models for children, and they manage children's behaviour in a calm and appropriate manner. For example, when children squabble over toys the staff intervene sensitively, reminding children to be kind to one another. Consequently, children begin to understand behaviour expectations and develop their social and emotional skills.

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

The manager is fully aware of, and meets the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. Staff are well deployed and children supervised and kept safe. Staff conduct checks on the premises and effective risk assessments procedures help to minimise children's access to potential hazards. Staff demonstrate a clear understanding of safeguarding issues and the reporting procedures to follow. The manager and staff understand the procedures to follow should there be any allegations of harm made. Many of the staff have completed safeguarding training. There are robust recruitment procedures in place, which helps to ensure that adults caring for children are suitable to do so. Staff monitor visitors to the premises and visitors must sign in using the visitors' log. The manager does not allow people whose suitability has not been checked unsupervised access to the children. All new staff are subject to an induction process and have a mentor to support them. The manager and senior staff talk to new staff about their roles and responsibilities. Staff must familiarise themselves with policies and procedures, particularly in relation to child protection and safeguarding. This helps to promote children's safety and well-being effectively.

The manager has a good understanding of her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage framework. The manager

and senior staff monitor the educational programme as they review and amend their systems for observation and assessment as needed. In addition, the staff work with their local authority and take on board any recommendations they suggest. This means that the educational programme offers children a broad range of learning experiences which promotes their all round development. The manager recognises and values the importance of self-evaluation. As a result, the manager and staff continue to identify areas for improvement. They wish to continue to improve their links with parents, and in particular, to get fathers more involved in the nursery. The manager and staff have successfully addressed the action and recommendations from the previous inspection. This helps to ensure children's safety and learning is improved. The staff receive good levels of support in respect of their performance. They have regular supervision and appraisals, which help to identify their strengths and areas for development. In addition, staff are encouraged to attend regular training and to develop their professional qualifications. As a result, staff continue to develop and improve their skills.

There are good systems to promote partnership working with parents and carers. There are informative notice boards in place, which provide parents with information about policies and procedures, planning and information about the Early Years Foundation Stage framework. In addition, notice boards depict children's cultural backgrounds and family structure, which helps children and families to feel included. Staff regularly meet with parents to discuss their children's achievements and progress. Each child has their own personal developmental record, which chart children's progress and achievements. These are available to parents at any time. Each of the rooms provides photographic evidence of activities that children enjoy. Staff have developed links with their local authority advisors, health visitors and children's centre. In addition, they work with relevant professionals as needed, where there are concerns about children's development and progress. They help to prepare children for the move to school through the activities they provide. For example, they read stories to children about 'big school'. In addition, children who have left the nursery sometimes come back to talk about their experience through 'show and tell' sessions. This means that children receive good levels of support to prepare them for the next stage in their learning.

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 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	144633
Local authority	Hackney
Inspection number	909823
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	50
Name of provider	Trevor Lloyd Swaby
Date of previous inspection	03/02/2011
Telephone number	020 8880 2550

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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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