

Archangels Montessori Day Nursery

23 Genoa Road, Penge, London, SE20 8ES

Inspection date	26/06/2013
Previous inspection date	28/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Partnerships with parents are strong. Parents speak highly about the friendly atmosphere in the nursery and the different ways staff involve them in their children's learning. They feel happy because their children show eagerness to attend.
- Children develop good social skills through positive interactions and by the staff being good role models. Children enjoy each other's company and play well together.
- Children's care, welfare and learning are enhanced by the way the nursery is led and managed. Effective systems are in place to ensure safe recruitment of staff.
- Children are making good progress in all aspects of their learning, particularly in their communication and language development.

It is not yet outstanding because

- The key persons have a good understanding of children's next steps, although other staff working with the children do not always have a consistent understanding of these to promote children's learning and development further.
- Resources to promote children's early writing skills are not always available to enable children to write for a purpose, for example, during role play.

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 activities in the playrooms and the outside play area.
- The inspector spoke to a small number of parents during the inspection to gain their feedback about the nursery.
- The inspector and manager undertook a joint observation of a small group activity.
- The inspector examined documentation, including a representative sample of children's records, policy and procedure documents and staff suitability records.
- The inspector had discussions with members of staff and held a meeting with the management team of the provision.

Inspector

Wendy Kilgallon

Full Report

Information about the setting

Archangels Montessori Day Nursery opened in 1997. The nursery is privately owned. It operates from a double-fronted Victorian detached house situated in a residential road in Penge, which is in the London Borough of Bromley. The nursery serves the local community. Children use rooms on the ground and first floors and have access to an enclosed garden for outdoor play.

The nursery is open weekdays from 7am to 7pm, all year round. Children attend for a variety of sessions and the nursery offers holiday care for school age children. There are currently 35 children on roll in the early years age group. The nursery receives funding for free early years education for children aged two, three and four. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities.

The nursery incorporates the Montessori method of teaching in the curriculum and works with the local authority.

The nursery employs seven members of staff, five of these work directly with the children. All staff hold relevant early years qualifications, one member of staff has Early Years Professional Status and another qualified teacher status.

What the setting needs to do to improve further

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

- enhance all staff's awareness of individual children's next steps in learning in order that planning of activities consistently targets children's ongoing achievements
- encourage children to build on their early writing skills by providing additional resources in different areas of the nursery, for example in the role play area.

Inspection judgements

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

Key persons know the children in their care well. This is because good information is gathered from parents at the start of the placement about their children, for example, what they like to do and the important people in their lives. Children and their parents are warmly greeted by staff when they arrive and children settle quickly to activities. Children

are making good progress because their key person supports them well and understands their needs. Other staff do not always have a consistent understanding of children's identified next steps in learning to enable them to support children fully during planned activities.

Children concentrate and persevere very well as they enjoy their activities, including those they initiate for themselves and those led by adults. Staff use aspects of the Montessori approach in their teaching. Older children spend a long time using the Montessori resources, such as investigating space and shape and using the traditional wooden resources to practise counting. These are easily accessible from the low-level shelves. There are many opportunities for children to develop their physical skills both inside and outside. They play in cars, roll hoops and climb apparatus. Older children support the younger children well and enjoy showing them how to use some of the equipment. Younger children enjoy and benefit from sensory play experiences as they explore the sand or build with wooden bricks. Staff encourage children to learn about the world around them through the planting of vegetables. This supports children's understanding of caring for living things, and a sustainable environment. Staff take time to listen to what children have to say and respond positively to them. Children use an effective range of vocabulary appropriately and in context. As a result, they are making good progress in their communication and language development, and develop strong skills to support their future learning.

Staff regularly observe children's achievements and maintain records of the progress they are making. Each child has a learning folder, which contains photographs, observations and samples of their work. These are shared with parents during regular meetings and they also receive a termly report documenting their children's progress. Staff undertake required checks, for example, the two-year-old progress checks. This keeps parents well-informed about their children's progress and promotes a consistent approach to supporting their learning. Children with special educational needs and/or disabilities are supported well in the nursery. Staff work closely with parents to ensure children's individual needs are catered for, as well as liaising with outside agencies, such as speech and language therapists and educational psychologists.

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

The effective key person approach ensures that all children and parents form positive and trusting relationships with staff. For example, children go to staff for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Key persons spend time during the day supporting children in specific activities in small groups, as well as looking after their care needs. Sensitive settling-in procedures are in place that enable children to settle quickly. Children demonstrate very good relationships with each other and genuinely enjoy each other's company. For example, one child left an activity to go and say hello to a friend who had just arrived. Children play cooperatively, sharing, taking turns and showing awareness of children around them when playing ball games so they do not hurt anyone. This demonstrates children have a good understanding of safety and

the boundaries in place to keep themselves and others safe.

Children who have nursery meals are provided with a balanced and nutritious menu. Dietary needs are taken into consideration and all staff are aware of allergies children have to ensure they eat appropriate food. Every child has access to fresh air throughout the day as they use the outdoor play area. This promotes children's physical skills and their good health. All staff hold relevant first aid qualifications, which means they have the knowledge and understanding to manage children's accidents appropriately. This promotes children's well-being.

The rooms in which children play and learn are generally well resourced and children make their own choices from drawers and baskets. Resources include a range of Montessori equipment, which children use with confidence and competence. However, resources to promote children's early writing skills are not always fully considered to encourage children to use them in their self-initiated play, such as including writing resources in the role play area.

Staff support children who are due to move onto school well. For example, teachers are invited from the local primary school to visit the nursery. This aids the children's move to school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

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

The management and staff place great emphasis on the safeguarding of children and effective systems are in place to help keep children safe. Staff recruitment, vetting systems and induction programmes are good, demonstrating that children's safety is paramount. Staff undertake safeguarding training, which keeps their knowledge of child protection procedures up to date. The nursery premises are safe and secure and the use of closed circuit television and a biometric door system effectively monitors security.

The management has put considerable thought into developing effective methods for planning, observation and assessment. Staff are currently in the process of recording all this electronically on the nursery laptop. The management demonstrates a good awareness of latest government initiatives and how these may impact on the nursery, for example, the increase in two-year-old funding and changes to vetting procedures. There are effective policies and procedures in place, which are reviewed regularly. The management team is fully committed and understand their responsibility towards meeting the children's learning and welfare needs. The manager plays a vital and effective role in overseeing the daily running of the nursery, actively participating in all rooms with all age groups and staff. This enables her to successfully monitor children's learning and development experiences and staff practice.

The nursery has good links with the local authority, which provides support for the staff through regular visits to give advice around issues, such as supporting children with

changes and self-evaluation. Regular staff meetings are held to discuss day-to-day issues, and training courses attended by individual staff members are cascaded to the rest of the staff team. Nursery closure days enable the whole staff team to train together to develop consistent practice. Parents and staff views are taken into full consideration as part of the self-evaluation process.

Parents are very happy with the care and education that their children receive. They commented enthusiastically about the friendly atmosphere, supportive staff and the progress their children are making. One parent said, 'We're like one big happy family here.' Good links are in place with outside agencies, early years professionals and schools. This promotes consistency and continuity for children that support their outcomes.

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	137221
Local authority	Bromley
Inspection number	843007
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	35
Name of provider	Vera Elizabeth Jarrett
Date of previous inspection	28/07/2010
Telephone number	020 8659 9009

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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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