

# Grange Montessori

15 Grange Road, LONDON, W5 5QN

## Inspection date

Previous inspection date

15/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff assess children's progress well because they carry out evaluations of regular observations to inform planning.
- Children are happily engaged in activities because they are varied and interesting.
- Children are content and secure because they have firm attachments to staff.
- Staff manage children's behaviour effectively because they use praise to motivate children to behave positively.

### It is not yet good because

- Some risk assessments are not sufficiently robust to identify and remedy potential hazards.
- Details of complaints and outcomes are not recorded.
- Staff do not maximise opportunities for children to practise their early writing skills in meaningful contexts, such as pretend play, or to use simple technology.

## 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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector observed the indoor and outdoor environments.
- The inspector sampled a range of documentation.
- The inspector spoke with parents, staff and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full Report

### Information about the setting

Grange Montessori registered in 2012. It is owned by Montessori Education Limited. The nursery operates from a converted Victorian building. The house is located in the Ealing Broadway area of the London Borough of Ealing. Children use four main classrooms, a kitchen, toilets, nappy changing area, staff room and office. Additionally, there are six extra utility rooms. Children have access to a secure outdoor play area. The nursery is open each weekday from 7am to 7pm for 50 weeks in the year, with closure for a week at Christmas and on public bank holidays. It is registered on the Early Years Register. There are 30 children in the early years range on roll. The nursery receives funding for early years places for children aged three years. Staff support children who learn English as an additional language. There are 10 staff who work directly with the children, all of whom hold appropriate early years qualifications. This includes seven staff who hold level 3 qualifications in early years, and three staff who hold level 2 qualifications.

### What the setting needs to do to improve further

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that risk assessments are robust and identify and remedy hazards, particularly in relation to indoor and external staircases, plants in the garden, and use of drinking cups.
- keep a record of all complaints, action taken and outcomes.

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

- develop further early writing opportunities for children in meaningful contexts, such as in role play
- maximise opportunities for children to learn to use simple technology.

### Inspection judgements

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

Children are independent learners in this organised, spacious nursery. Staff combine a traditional Montessori approach with learning through play to provide a range of

interesting experiences for children. Staff plan carefully to meet children's individual needs. Planning covers required areas of learning and incorporates children's interests, which results in good learning opportunities. Children benefit from creating their own play and from adult-led activities. As a result, children make good progress.

Older children learn to take turns and to greet each other during morning group times. They listen attentively and respond well to effective questioning linked to their understanding of continents. Children name and count the number of continents and take turns to match photographs of animals with continent in which they live. Staff consolidate children's learning by recounting an earlier German story-telling session read by a parent from Germany. Staff extend children's vocabulary by listening and dancing to German nursery songs. Children learn to follow actions and sequences to the nursery songs.

Children enjoy dressing up as different characters and create their own stories during pretend play. However, staff do not maximise the potential for children to practise their early writing skills in pretend play. Children learn about ordering, size and number by using a wide range of Montessori resources, such as number rods. Staff help children to develop small muscle control by carefully pouring liquids into small containers and by washing dolls clothes in water trays. While children have some opportunities to learn about simple technology, this is not extensive.

Staff bring children's learning outdoors where children take part in a variety of activities. For example, they spray paint on large sheets of paper and observe the effects of colours blends. Children enjoy expressing themselves creatively and taking part in communal paintings. Overall, these experiences help children to develop useful skills for later use in school.

Staff provide challenges for babies as they scoop up plastic balls floating in water. They enjoy learning about properties of sand and water as they play happily in trays. Staff roll balls to babies who roll them back in turn. This helps babies to learn how to cooperate and that actions can be repeated.

Children develop a range of physical skills. They learn to climb on the climbing wall and balance along platforms. Children move in different ways and develop coordination skills by, for instance, throwing and catching bean bags, and by riding on wheeled-toys

Staff keep high quality observations of children, which are regularly evaluated along with samples of children's work. They use these to inform planning well. Progress checks are completed for children aged between two and three years and written summaries are provided to parents. Staff learn key words in home languages of children who learn English as an additional language and this helps to develop children's communication skills.

Staff keep parents informed of their child's progress through regular meetings, reports and through daily interaction. Parents are given suggestions of ways to support their child's learning in the home and this provides parents with sound opportunities to support their child. Parents of babies are given daily information on babies' care and learning activities

and this helps to keep parents informed.

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

Children are happy and settled. This is because children have warm, secure relationships with staff who know them well. Staff find out about the interests and preferences of children and incorporate this into their practice. Staff adjust routines to meet the care needs of babies and this helps babies to settle well.

Children's independence is fostered effectively because the environment is organised to enable children to select resources of their choice freely. They have access to a wide variety of toys and resources that cover areas of learning. Children follow instruction on how to behave safely. For instance, they know to line up sensibly and to walk indoors. Overall, staff are sound role models of safety. However, children use unlabelled cups at drink time and this produces a risk of cross infection if cups are accidentally shared. Although children are encouraged to put used cups in a bowl, this does not happen consistently, particularly when younger children make drinks. Children wash their hands independently at suitable times. Staff change babies nappies in private, comfortable areas. Nappies are disposed of hygienically and babies' personal items are stored individually.

Children learn to eat healthily because they are offered nutritious meals and snacks. Staff cater for special dietary needs. Children help to lay tables, serve themselves and eat their food independently. Children develop healthy habits because they receive daily fresh air and physical exercise using a range of equipment in the garden.

Staff manage children's behaviour fairly and consistently. They share their expectations of behaviour with children so that children are clear about acceptable ways to behave. Staff use praise to encourage positive behaviour and talk to children to explain why some behaviour is not acceptable. Children spend time settling-in to new group rooms at the nursery in order for them to get used to staff and routines. Staff are beginning to develop links with local schools to support children who move to school.

Staff help children to understand different ways of life through planned activities and the current theme about continents. Parents share their traditions with children and children make food from around the world with staff. This helps to support children's understanding and acceptance of difference.

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

Overall, staff have sufficient knowledge to keep children safe, and supervise them appropriately. They carry out regular risk assessments covering all areas of the provision, including outings. The inspection was brought forward following a concern about the safety of external and internal stairways. The nursery carries out risk assessments covering the internal and external stairways, which ensure that staff follow a set

procedure to enable children to use the stairs in a secure manner. While this offers some degree of protection to children, it is not sufficiently robust to minimise the risk of accidents. In addition, the presence of plants with thorns in the garden presents a risk to children. The recruitment process for staff is comprehensive and ensures that staff are vetted well. This helps to ensure children's safety further. Staff have good knowledge of safeguarding matters and know procedures to follow should they be concerned about a child. Most required policies and procedures are in place; however, there is no complaints log to record details of complaints and outcomes. This is a breach of requirements.

Management have sound systems for identifying underperformance of staff and to provide support, advice and training as appropriate. For example, staff are regularly supervised and have appraisals to ascertain their training needs. The nursery has been in operation for a short while so management are gathering information on a range of courses for staff to enhance their skills.

Monitoring of the education programme is effective. Management carry out spot checks in group rooms and spend time working with children so that they have good awareness of quality of staff practice. Management are able to review assessment information for children because all observations are completed on secure computer software to which management have full access. They also review planning to ensure quality standards. Through these reviews, management are able to identify any gaps in learning so that appropriate solutions are put into place.

The nursery has supportive links with the local authority, which provides advice around child protection training, and advice on early years matters. Links with parents are good and they are kept informed of their child's progress and staff offer parents ideas on how they can support children's learning in the home. Staff are working on the development of links with schools to support children who move to school. Children spend time in new group rooms at the nursery before moving so that they get used to new environments.

The nursery has reflected on its provision and identified priorities for improvement. For example, the nursery plans to develop better links with schools to support children who move to school. It also plans to develop the provision in the garden to enhance children's learning opportunities. The nursery operates effectively and has sound capacity to continue to do so.

## 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

<b>Unique reference number</b>	EY452961
<b>Local authority</b>	Ealing
<b>Inspection number</b>	927135
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	88
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Montessori Education Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07852839838

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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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