

Townsend Montessori Nurseries (Forest Hill)

1-5 Rojack Road, Forest Hill, Dulwich, London, SE23 2DF

Inspection date	26/07/2013
Previous inspection date	05/10/2011

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

- Effective partnerships with parents result in a united approach to meeting children's individual needs. Children make good progress in their learning and development because staff have a good awareness of how children learn through play, and take into account children's individual interests and play preferences.
- Staff follow stringent procedures which give the highest priority to the safety, welfare and wellbeing of children.
- Systems for monitoring and evaluating are robust and enable the manager to identify areas for improvement and take appropriate action.

It is not yet outstanding because

- Planning for children's learning opportunities outside have not been fully embraced.

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 looked at all required documentation and sampled policies, procedures and children's progress records.
- The inspector held discussions with the management team about the provision and the self-evaluation processes.
- The inspector observed staff in all rooms, and outside, interacting with children and held discussions with them.
- The inspector took account of the views of parents via questionnaires and references.

Inspector

Sarer Tarling

Full Report

Information about the setting

Townsend Montessori Nurseries (Forest Hill) is one of six nurseries run by Townsend Montessori Nurseries Ltd. It operates a purpose-built building situated in a residential area within the London Borough of Lewisham. Children are based in rooms according to their age and stage of development. All children have access to several interconnecting outdoor play spaces.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 76 children in the early years age range on roll. The nursery supports a number of children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The nursery is open each weekday from 7.30am to 7pm for 51 weeks of the year. There are currently 28 staff available to work with children. All staff hold, or are working towards, suitable childcare qualifications. Currently one has the Early Years Professional Status, 19 have a qualification at level 3 and one has a qualification at level 2. A Montessori teacher is employed to work Monday to Thursday with the pre-school children.

What the setting needs to do to improve further

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

- review the planning of activities for the outdoor environment so that they fully encompass all seven areas of learning and inspire children to learn.

Inspection judgements

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

Parents are involved in planning for their children's learning from the very start. Staff use information about children's preferences and capabilities, along with the nursery's initial observations and assessments to form children's starting points. As a result, staff can plan effectively for children's interests, helping children to settle. Staff continue to observe and assess children while they play and use the information to plan for their next steps based on what motivates them to learn. They recognise that each child is unique and that they learn in different ways and at a different pace. Staff track children's achievements, which enables them to identify any gaps in children's learning quickly and to successfully complete progress reports to regularly share with parents. Staff chat with parents at drop off and collection times. Parents have opportunities to look through their children's learning records, which contain observations, photographs and children's work. Staff offer parents time to discuss their children's progress in more detail at review meetings. Key

persons offer parents suggestions of activities they can do at home to become more engaged in their children's learning at home. Parents are keen to share the achievements children have made at home.

Children are making good progress in their learning and development with the support of the enthusiastic staff, who are deployed well to offer support and guidance. Staff acknowledge the sounds and gestures of the younger children very well. They introduce vocabulary and ask questions that encourage their language skills. Older children use language expressively. They ask questions, talk about their feelings and share their ideas with confidence. Staff adapt their interactions to ensure children who speak English as an additional language are wholly included. Visual timetables, dual language books and staff using key words in children's home languages contribute to their ongoing progress.

All children explore a good variety of books. Staff are animated as they read stories and children love listening and are encouraged to actively take part in the story telling by using props and puppets. Staff encourage children to develop their early writing skills effectively. Babies explore mark making using their fingers as they play with shaving foam and paint. Toddlers enjoy practise early writing skills using chunky chinks and paintbrushes. Older children use pencils to draw recognisable pictures and some are successfully forming letters, writing their name and even producing their own books.

Staff use every day opportunities for children to gain early mathematical skills. Children join in with enthusiastically with number action songs. They compare shapes and sizes in the sand and when playing with dough. Children learn to estimate and talk about quantities as they fill and empty different size containers during water play. Staff introduce baking activities where children learn to recognise numbers as they weigh ingredients on the scales. Younger children attempt to fix the train track together and are supported well by staff to achieve this. Children use their imagination as they enjoy role-play and express their creativity as they access a wide range of art and craft materials.

Babies thoroughly enjoy learning about the world around them as they explore the sensory treasure baskets staff have created. Older children chat excitedly about their trip to the museum while others are inspired to create mini aquariums following a trip to see the different marine life. Throughout the nursery, there are resources, which enable children to understand how things work and develop their skills with technology. Babies show obvious delight when they get a reaction as they press buttons on sound and light up toys. Older children learn to use telescopes and cameras to observe things closely. Children enjoy learning about the natural world while watching the nursery rabbit and chickens. They have been busy planting sunflowers and herbs in wellington boots. Staff talk to the children about what the animals and plants need in order to be healthy and grow. Staff are on hand to support babies as they learn to pull themselves up and walk. Babies are inspired to climb and crawl to develop their physical skills. All children explore a wide and varied range of resources and well-planned activities, which cover all areas of learning, indoors. Although there is a strong focus on children's physical development outside, the planning of activities to develop children's learning in other areas outdoors is not as well considered.

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

All children and their families are welcome in the nursery. Positive settling-in procedures effectively support children's move to nursery and enable children to form secure emotional attachments with their key person. Parents provide family photographs that staff display and use as a wonderful resource to encourage children to talk about life at home. All staff know their key children extremely well, interact positively with them and are sensitive to their needs. This helps children to feel safe and valued. Staff display children's artwork and photographs imaginatively, often labelling it with the children's own hand writing. Along with educational posters, and clearly labelled resources, this helps to create a colourful, stimulating environment rich in print. Children are busy, happy, demonstrate a strong sense of belonging, and pride in the work they produce. Staff deploy resources so children can help themselves, play independently and follow their interests. Staff plan activities that promote children's awareness of difference and celebrate special events in children's home lives.

Managers ensure staff are well deployed to ensure that ratios are maintained and children are supervised and kept safe in both the indoor and outdoor environments. Staff are vigilant and complete a range of safety checks each day. Equal consideration is given to assessing the risks for each outing. Children develop a good sense of how to keep themselves safe. Children learn to judge height and to take calculated risks on the adventure equipment. They are aware of the safety measures needed when playing inside and outside and take part in emergency evacuation drills. Staff imaginatively extend children's awareness of safety by involving them in making up rhymes and songs such as when to call '999'. Staff are consistent in their expectations and offer children clear explanations and lots of encouragement for behaving well. Children share and collaborate with each other in their play exceptionally well, demonstrating valuable skills for their future learning. Children readily help to tidy away the toys and show great care and concern for each other if someone is upset or hurt. Transition arrangements are given good consideration when children move rooms within the nursery. Staff help children to develop the underpinning skills needed for their future success as they move onto school. Staff take children to visit their school and share valuable information with teachers about the children's progress so far. These arrangements support children with the move, and help them to feel secure and to settle.

Children develop a good understanding of a healthy lifestyle as staff provide them with daily opportunities for fresh air and exercise. Staff ensure children are safe in the sun. Throughout the nursery, staff follow stringent hygiene procedures in order to protect children from cross infection. Children develop a good range of skills, which help to promote their understanding of personal hygiene and self-care. For example, children are aware of why they have to wash their hands before they eat. Children's good health is promoted because they are provided with nutritious meals, prepared by an outside company. Great care is taken to follow children's individual dietary needs and staff follow effective procedures which ensure children only eat the correct meals. Children and staff sit together at meal times, chatting and enjoying the social occasion. Children are supported in learning to feed themselves and as they grow older take responsibility for preparing snacks and serving their own meals. Staff promote healthy eating to children by

displaying posters, having books freely available, and playing games about food. Topics further enhance children's understanding, which includes healthy eating activities, discussions and sampling foods from around the world.

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

Leadership and management have clear roles and responsibilities. They work very well together in order to support staff in promoting good outcomes for children. The inspection was brought forward following concerns about staff ratios, and to ensure actions set by Ofsted regarding safeguarding policies and procedures are met. The inspection found that on one occasion, for a short period of time, staff to child ratios, were not met. The provider took prompt and effective action to increase staffing at the end of the day to prevent any recurrence. In addition, all staff have a good understanding of their responsibilities to meet the safeguarding and welfare requirements. Managers have effective strategies to monitor their implementation. All required records are in place and confidentiality maintained. This includes a record of any complaints. Policies and procedures are reviewed and updated in accordance with new guidance and legislation. Designated safeguarding officers have received training and ensure all staff become familiar and confident with updated procedures through in-house training. As a result staff are very clear of their role in safeguarding children and confident of following child protection procedures. Secure procedures are implemented if there is an allegation against a member of staff, and for the use of mobile phones and cameras.

Management implement robust recruitment procedures, which ensure all staff undergo full checks to confirm their qualifications, experience and suitability to work with children. New staff are supported through a detailed induction programme to become confident in their role and responsibilities. Staff are given time to become familiar with the comprehensive range of policies and procedures. This helps to promote children's ongoing safety and welfare. Regular staff supervision and appraisals help management to monitor the staffs' performance and on-going suitability. Staff are motivated and keen to attend training to support their own professional development and that of the nursery. Room meetings provide staff with opportunities to discuss any issues and to plan together. The whole staff team meet regularly for in-house training. Here, they discuss aspects of the provision to promote consistency in their approach.

Children's safety is given the highest priority. Clear risk assessments are in place, which cover the indoor and outdoor environment and trips outside of the nursery. Security is robust and staff follow procedures which ensure no unauthorised person can enter and no child can leave unaccompanied. Children's arrival and departure times are carefully recorded and staff rotas drawn up to ensure ratios can be maintained at all times of day. Close circuit television is used to monitor all playrooms, the entrance and outside play areas. Effective procedures are in place to record any accidents involving the children or any medication administered.

The management team are motivated to drive improvement and to develop the service they provide. The nursery has a new manager who has effective procedures in place to evaluate all areas and has taken positive steps to address all the recommendations made at the previous inspection. Parents, children and staff are all involved in developing the nursery. Daily chats and questionnaires are used to gather their opinions and suggestions. This enables the manager to put in place action plans, which are responsive to the views, needs and wishes of all who use the nursery. Management monitor the educational programmes by spending time in the rooms looking at the quality of teaching, reviewing planning records and children's progress folders. All staff use published guidance to help monitor and track children and to ensure children's learning needs are effectively met.

Partnership with parents and external agencies is well established and makes a strong contribution to meeting children's needs. The entrance hall offers a good range of displays, information and resources for parents. Individual care plans are drawn up to ensure continuity of children's care and provide targeted support so each child can reach their potential. Parents make many positive comments about the nursery. They are highly appreciative of staffs work and enjoy the social events and open days where they get to take part in activities with their children and share aspects from their own culture.

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	EY425564
Local authority	Lewisham
Inspection number	928993
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	76
Name of provider	Townsend Montessori Nurseries Ltd
Date of previous inspection	05/10/2011
Telephone number	07540256176

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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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Piccadilly Gate
Store St
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