

# Red Robins Montessori

83 Bensham Manor Road, THORNTON HEATH, Surrey, CR7 7AF

<b>Inspection date</b>	31/07/2013
Previous inspection date	11/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff are well qualified and experienced. They know the children very well, and their skilful interaction helps ensure children's care and learning needs are successfully met.
- Children are confident and enthusiastic learners who benefit from a good range of adult-led and child-initiated activities. All children make at least good progress given their starting points.
- Managers effectively monitor staff performance, identify training needs and support staff in furthering their qualifications. As a result, children benefit from being cared for by a skilled and enthusiastic workforce.
- Good partnerships with parents help ensure a consistent approach to care and a mutual understanding of how to support children's learning.

### It is not yet outstanding because

- Part of the baby room is less inviting than other rooms as there are fewer interactive displays at child height.

## 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 play rooms and outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and deputy manager.
- The inspector sampled children's learning records, planning and other relevant documentation.
- The inspector checked evidence of staff suitability, the provider's self-evaluation form and improvement plans.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

Red Robins Montessori Limited is a privately owned nursery that opened in 2008. It operates from detached premises in Thornton Heath, Surrey. There are five playrooms and a hall available for use by the children. The nursery opens every weekday for 49 weeks of the year. Opening times are from 8am to 6pm. There are stairs leading to the first floor playrooms. All children share access to an enclosed outdoor play area. There are steps leading from the decked area into the garden.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 71 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The nursery supports children with special educational needs and/or disabilities, and currently supports a number of children who speak English as an additional language.

The nursery employs 20 staff. There are 18 members of staff, including the manager, who hold appropriate early years qualifications. There are two staff who are working towards a recognised qualification. The nursery uses the Montessori method of teaching. The manager has Early Years Professional Status.

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

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

- increase the use of low-level displays to help very young children to explore and investigate their world using their senses.

### Inspection judgements

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

Staff gather useful information from parents before children start, which enables them to establish and build on children's starting points well. Staff have a good understanding of how children learn and take into account their different learning styles. For example, staff consider how some children, especially boys, prefer to be more physical and play out of doors. This is carefully monitored so that all areas of learning are included in the outdoor environment. Focused observations are effective in helping staff assess children's stage of learning. Staff use this information effectively when planning activities so that all children are challenged and extended. They give a good level of support to children with special

educational needs and/or disabilities, and those learning English as an additional language. Parents and staff work well together to establish children's next steps in learning. Parents are involved in continuing children's learning at home as they follow the helpful suggestions given to them by staff.

Staff teach young children how to use a range of tools while playing with wet and dry sand. This allows children to explore the different textures and make interesting shapes and pictures in the sand. Children show increasing physical skills as they confidently use the tools. During a well-planned activity, toddlers learn to take off their socks and staff help them develop their understanding of numbers by counting their toes. Children's communication skills are developing well because staff introduce new words, which children repeat. Staff skilfully question children to encourage them to express their ideas and feelings. Children develop good early literacy skills. They love story time and become fully involved in the telling of the story. They anticipate and excitedly call out the next line of the story.

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

Children build good relationships with adults. The key person system works effectively as they give children a good level of care and support. They are sensitive to children's needs and feelings. As a result, children form strong emotional attachments with their key person and show they feel safe and secure. Children behave well and play happily with their friends. Staff help children develop a good understanding of why certain behaviour is inappropriate and the impact it has on others. Children learn to share and take turns with the resources. They help their friends, for example, as they take the lid off a tin for them. Younger children spontaneously clap their hands as they see their friends carry out a task well. Children demonstrate high levels of independence as they help tidy up and make decisions about their play. Staff sensitively and carefully prepare children for moving on to another group in the nursery and to schools. Children successfully develop the skills they need to support their future learning.

Staff create interesting and welcoming play spaces for children. However, part of baby room is less interesting for very young children as there are fewer interactive displays to encourage their interest in the world around them further. Children of all ages make choices from a good range of challenging resources. The majority of the resources are easily accessible in low-level storage. This means that they can initiate their own play. Good use is made of the outdoor area despite the planning restrictions. All children enjoy daily exercise and active play in the safe and secure garden area. This helps to promote their physical development and good health.

Staff effectively promote children's awareness of a healthy lifestyle. Staff are good role models and demonstrate through everyday practices the importance of maintaining a clean environment. Children adopt good hygiene practices, such as washing their hands before snacks. They have easy access to water when they get thirsty. Staff provide them with healthy home cooked meals that take into account children's allergies and dietary needs. Children enjoy a varied diet that reflects the cultural diversity of the nursery.

Children develop a good awareness of how to stay safe. For example, as children climb the stairs staff remind them to take care. Children carry their water bottle in one hand and hold the banister with the other while staff go in front and behind them. Children learn to use tools safely with adult support and guidance. They gain a further understanding of safety when they have planned talks from police and fire safety officers.

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

The leadership team has a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have robust recruitment and induction procedures that help to ensure that staff are suitable to work with children. Thorough staff appraisals and supervision help the leadership team successfully promote staff development. Staff receive regular training in child protection. As a result, staff are clear about their role and responsibilities if they have a concern about a child. This helps to safeguard children's welfare. Rigorous risk assessment and safety checks enable staff to maintain safe and secure indoor and outdoor areas for children. All the required documentation is in place and well maintained.

Staff keep parents well informed about children's welfare. Parents of young children receive helpful written daily reports about their child's day. This helps promote consistency in children's care. Staff work closely with parents to meet children's individual needs and home routines. There is a good two-way sharing of helpful information and concerns about a child. Parents' and carers' make very positive comments about the nursery. They say they like the welcoming, clean and attractive environment. They feel their children are making good progress and like the feedback they get from staff.

Where necessary, staff involve outside agencies and support workers in promoting children's care and education. This means that children get the care and support they need to help them develop. Staff follow good practices when supporting children who learn English as an additional language. Staff, parents and children enjoy sharing their traditions, dress and customs with all the children during special events and cultural days. As a result, children learn to value and respect diversity.

The leadership team has good systems for the ongoing monitoring and reviewing of the educational programme and assessment process. For example, the deputy manager regularly monitors the learning records. She makes sure all staff are maintaining the records accurately and using them effectively in planning to meet children's learning needs. Staff regularly evaluate activities to ensure children are benefiting from them and making good progress across all areas of learning. Staff gain valuable input from local authority support workers into their ongoing self-evaluation processes. They help staff identify strengths and weaknesses in the nursery and areas needing development. Staff take well-focused action to address any areas that need improvement. This includes attending training to gain ideas for improving outcomes for children. Children benefit from the continuing improvements being made by staff. For example, children enjoy using the

'den boxes' and 'natural boxes' that staff created following a training course to develop children's outdoor play.

### **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

<b>Unique reference number</b>	EY358567
<b>Local authority</b>	Croydon
<b>Inspection number</b>	928486
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Red Robins Montessori Ltd
<b>Date of previous inspection</b>	11/03/2009
<b>Telephone number</b>	07766 220830

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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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