

Mace Montessori Putney Branch

All Saints House, Lebanon Road, London, London, SW18 1RE

Inspection date

Previous inspection date

19/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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 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 benefit from the provision of healthy and nutritious snacks and meals prepared on the premises.
- Staff are enthusiastic and show a genuine interest in what the children are saying and doing.
- Children make good progress in their learning because staff devise individual learning plans tailored to children's individual needs and interests.

It is not yet outstanding because

- Parents are not always encouraged to be fully involved in their children's learning and development.
- Some of the daily routines such as circle time did not fully support all children in being able to contribute.

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 completed a joint observation with the manager, of children involved in an activity in the babies' room and discussed the emerging findings.
The inspector spoke to the manager and viewed documentation including self-evaluation documents, children's learning records, accident records, registers and a sample of policies, procedures and risk assessments.
- The inspector spoke to staff throughout the inspection taking into account children's needs.
- The inspector spoke to several parents during the inspection.
- The inspector spent time in all the playrooms observing children during play and at mealtimes.

Inspector

Lorraine Sparey

Full Report

Information about the setting

Mace Montessori Putney Branch registered in 2013. It is owned and operated by an individual proprietor who operates six other nurseries in various parts of London. The nursery operates from the ground floor of a building in Putney, in south-west London. The premises comprise of five play rooms, an office, kitchen, staff room and children's bathroom facilities. Children have access to an enclosed outdoor play space. The nursery is close to local transport links, shops, schools and parks.

The nursery is registered on the Early Years Register and operates each weekday from 7:30am to 6:30pm all year round, except for bank holidays and a week at Christmas. Children can attend a variety of sessions.

The nursery employs a manager who holds a Montessori Qualification and is working towards Early Years Professional Status. The nursery employs a team of 14 staff; of these, four of these hold a Montessori Qualification and the remainder hold appropriate early years qualifications at level 2 and 3.

What the setting needs to do to improve further

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

- develop further the organisation of large group times to take into account all children's abilities

- extend opportunities for parents to contribute to their children's learning records.

Inspection judgements

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

Children are motivated and keen to learn. They are warmly welcomed by committed and caring staff, and benefit from having separate rooms for their differing ages. Each child has their own individual learning plan and their key person is responsible for making sure that their individual needs and interests are incorporated into the planning. This means that children are supported well and contributes towards children making good progress in their learning and development. There are good systems to make sure that children engage in a wide range of activities and staff strongly support their independence. In general, the daily routines take into account children's home routines with regard to feeding, nappy changing and sleeping. However, on occasions during large group times,

staff do not always support individual children who are finding the session too long to move into other activities. Consequently, some children lose concentration and can become disruptive, which has an impact on their learning and development.

Children's communication and language skills are developing well. Babies are encouraged to communicate in a variety of ways and staff role model language. For example, babies show great interest in looking at photographs of themselves and their friends at the park. Staff describe the photograph and respond warmly as children flap their arms and babble. Older children delight in talking to staff and visiting adults, which extend their language and social skills. They are keen to share what they know. For example, during circle time children excitedly talk about a familiar story and how they went to the supermarket to buy fruit to act out the story. Toddlers have fun as they join in the actions with staff of familiar rhymes and staff praise the children as they join in. This helps the children to feel good about themselves. Throughout the nursery staff sing a welcome song naming the children and staff, which supports the new children in learning each other's names. There are excellent displays in children's home languages and recently the children celebrated 'International Day' where they all dressed up in their traditional costumes and tried food from around the world. Activities such as these are generally tailored to children's individual age and stage of development to enable them all to participate and learn about the world around them.

There are good systems to gather information from parents about their children's starting points, home routines and welfare needs. This enables staff to successfully plan children's individual learning from day one. Parents are encouraged to be involved in the completion of the progress check for two-year-old children. This enables them to share what they know about their children's progress in the prime areas of learning. Consequently, the report is an accurate record of children's development to that point.

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

Children build secure relationships with their key person to enable them to feel safe and secure. The good settling in procedures support parents and their children in the move from home to nursery. Parents are encouraged to bring in photographs of family and friends and each child has their own peg and placemat with their photograph on. This helps them gain a sense of belonging. Their artwork is displayed throughout the nursery, showing that staff value their contributions. Staff follow children's home routines closely, such as their feeding and sleeping, enabling even the youngest children to feel secure and comfortable. Children are encouraged to be independent in their learning. They can choose from a wide range of equipment in their age-appropriate rooms or from the well-resourced outdoor area.

Children learn to follow good hygiene practices and promote healthy lifestyles. Staff help them learn how to put their coats and shoes on from an early age. At mealtimes younger children are encouraged to feed themselves. Older children serve themselves from the nutritious meals, enabling them to gain an understanding about portion control. Children benefit from going on outings in the community to the local park where they can climb,

run and slide. All children use the outside area on a daily basis. This promotes children's physical development and makes sure they get plenty of fresh air and exercise.

Children demonstrate good understanding of keeping themselves safe. They regularly practise the evacuation procedure to enable them to be familiar with what to do in an emergency. Staff give clear messages and encourage children to think about safety. For example, when babies are learning to pull themselves up staff provide resources to help them do this safely. Older children use tools such as scissors and knives with care. They move around the environment safely and understand that they need to walk in the classrooms.

Children behave well and show consideration for others. They are polite and well mannered and show concern for their environment. For example, when they have finished using the equipment they automatically put it back on the shelves for other children to use. They listen well and this helps prepare children for the move to school and the next stage in their learning.

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

Staff and management demonstrate good knowledge and understanding of the safeguarding and welfare requirements. Staff are encouraged to attend safeguarding training and regularly discuss the policies and procedures to keep their knowledge updated. All staff undergo a comprehensive induction and their knowledge of health and safety and the policies is tested through a quiz. This helps to ensure they are clear about their responsibilities to safeguard children. There are secure recruitment procedures to enable management to ensure staff appointed are suitable for their role and to work with children. There are good training opportunities, staff meetings and an annual appraisal to enable staff to progress with their personal development. This keeps staff up to date with relevant changes and contributes to improving outcomes for children. Detailed risk assessments cover all areas of the nursery used by the children and the various outings, enabling staff to keep children safe.

There is clear leadership. The manager leads the provision well and is supported by a senior management team. There are systems in place to monitor and evaluate all aspects of the provision. The manager regularly supports staff within the rooms to enable her to get a good understanding of how children are progressing and whether their individual needs are met. In addition the manager operates an open door policy and is always available at drop-off and collection times for parents to have informal discussions. Parents are invited to complete surveys, enabling them to be honest and identify any areas they are less happy with. For example, during a recent survey it became apparent some parents were concerned about the menus. This has been successfully addressed and children now have additional snacks prior to going home. Management are keen to gather staff's views and there are good systems in place to enable staff to put forward their ideas, taking into account the views of the children, to help drive improvement in the quality of the nursery provision.

There are systems in place to monitor and evaluate the educational provision. Room leaders are responsible for regularly reviewing children's learning records to make sure that they are making the maximum progress. In addition the manager regularly reviews the planning to make sure children's individual needs and interests are taken into account. Consequently, children make good progress towards the early learning goals.

There are good systems in place to enable staff to work closely with parents. Staff provide good displays, which allows parents to see how their children's play is supporting their learning in the various areas. Photographic evidence around the nursery enables parents to see the activities their children have been involved in. Regular newsletters and e-mails, alongside informal discussions and monthly parents' meetings enable good communication systems, which benefits the children's well-being and learning. However, although there are some systems in place to enable parents to contribute to their children's learning records they are not fully successful to enable a consistent approach to support children's learning and development. Parents report that their children are making good progress and they particularly like the fact that the nursery promotes children's independence. Parents also report that the staff are welcoming and their children enjoy coming to the nursery. There are good systems in place to share information with other early years providers and professionals. For example, staff work closely with speech therapists and childminders involved with the children to support their learning and welfare needs.

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	EY459388
Local authority	Wandsworth
Inspection number	906077
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	85
Name of provider	Shahid Hamid
Date of previous inspection	not applicable
Telephone number	0208 741 5382

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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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