

# Dulwich Montessori Nursery School

St. Stephens Church, College Road, LONDON, SE21 7HW

<b>Inspection date</b>	30/09/2013
Previous inspection date	02/12/2009

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

- Staff have a secure knowledge of the Early Years Foundation Stage and use this alongside the Montessori teaching method to provide children with a broad range of learning opportunities.
- Staff use observations and assessment successfully to plan for children's next steps in their learning; therefore, children make good progress in relation to their starting points.
- Children's communication and language development is well supported as staff use good questioning techniques to help children think through problems and extend their learning.
- Partnerships with parents work well to promote continuity of children's care, learning and development between nursery and home.

### It is not yet outstanding because

- Lunchtime routines do not fully support children to extend their independence.
- Staff do not always make use of the wide range of resources they have, by ensuring that activities laid out are exciting and stimulate children's learning through 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.

## **Inspection activities**

- The inspector observed the staff interacting and playing with the children in the indoor and outdoor learning environments.
- The inspector held discussions with staff, children, parents and the management team.
- The inspector sampled a range of documentation, including children's record, learning journals and planning.
- The inspector checked risk assessments, safeguarding policies and procedures.
- The inspector checked staff's qualifications and suitability to be working with children.

## **Inspector**

Sue Mann

## Full Report

### Information about the setting

Dulwich Montessori Nursery School re-registered to new ownership in 2009. The nursery is registered on the Early Years Register. The Nursery School is one of three registered day care provisions owned by the current provider. It operates from a church hall, situated in Dulwich in the London Borough of Southwark. There is an enclosed outside area.

The nursery is open from 8.30am until 3pm Monday to Thursday and until 1pm on a Friday, term time only. There are currently 25 children attending who are in the early year's age range. The nursery receives funding for the provision of free early education for two, three, and four-year olds. The nursery employs seven members of staff, six of whom hold appropriate early year's qualifications to at least level 3. The Nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

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

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

- provide additional resources to enable children to extend their learning through small world play
- develop mealtime routines to help children to be able to independently serve themselves.

## Inspection judgements

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

Children learn well through a balance of learning experiences. The staff are trained in the Montessori teaching methods, which they use alongside the Early Years Foundation Stage. This works well to provide children with a range of activities and experiences, which helps them learn through a mixture of child-led and adult-initiated play. The play area is set up daily to enable children to make choices as to what they would like to play with. Children are able to choose to paint, draw, play with play-dough, or use their imaginative skills to pretend to be farmers in the small world play area. However, despite having a broad range of resources, staff miss opportunities to add additional resources to encourage children to move and combine resources to enhance their play. For example, staff set up an area with some farm animals and a few vehicles. However the 'farm buildings' are incomplete and staff miss opportunities to extend children's learning by providing

additional resources for children to choose from.

Staff observe children carefully as they play to find out what children can do, recording their observations in children's learning journals. Staff gather information about children from the parents at the start of each new care arrangement. This ensures that staff know what stage each child is at in their learning and development. Staff assess children's progress regularly to monitor the effectiveness of the educational programmes. Consequently, children make good progress in relation to their starting points. Children spend time each day taking part in activities that reflect the Montessori approach. They have a selection of practical life trays, which helps them to learn to control their movements, as they pour dried resources between different pots and bowls. Staff work alongside children to help their mathematical development. Children identify the number written on cards, and then add the correct number of conkers to their bowls. This helps children to develop an understanding of numbers representing quantities. Children learn to take responsibility for the resources they use, as they tidy up and put them away when they have finished. Consequently, children make good progress and are ready for the next stage in their learning or the move to school.

Children enjoy regular walks into the woods, which is at the rear of the setting. This enables them to learn about the world around them, as they look at the changes in the trees and the surrounding area. Children enjoy playing in the enclosed outdoor area. They use their imaginative skills to pretend that some tents are spaceships and with support from staff, they 'blast' off to the moon to look at the stars and planets. Staff support children well as they use good questioning techniques to help extend children's play. For example, staff ask children what the moon looks like. This helps children to think about what they are doing, and learn about the moon and stars through imaginative play.

Staff and parents work well together to play an important part in helping children make good progress in relation to their starting points. Staff share information about what children have done during the day, which means that parents can support their children at home. Parents inform staff of any learning and development that they have seen at home, which means that staff can plan appropriate activities and experiences to extend children's learning in the nursery. Consequently, children enjoy their learning through relevant play experiences. Staff have systems in place to assess children's progress between the ages of two and three, which enables them to promptly identify any concerns in a child's learning and development.

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

The successful key person system helps children to form secure attachments with their special person. Staff work closely with the parents to help new children to settle into the nursery smoothly. Parents stay with their children initially, which enables children to explore their new surroundings staff in the knowledge that their parents are close by. Staff use this time to talk to parents to find out children's likes and dislikes, and their current stages of learning and development. Consequently, staff are able to help new children to settle through playing with resources that are familiar. All children show they feel safe in

the setting, as they leave their parents easily and are, therefore, ready to learn through play. All children freely approach their key person during the day; they enjoy a reassuring cuddle or a chat, which helps to support their personal, social and emotional development.

Children behave well in the nursery, as staff use consistently clear rules and gentle reminders to help children manage their own behaviour. Staff remind children to walk as they come in from outdoors. Staff are good role models, which means that children see and hear staff using good manners. Consequently, children are polite when talking to each other and the staff. Staff support children's good health and well-being through keeping the nursery clean and ensuring that children wash their hands before eating and after personal hygiene routines. Daily access to the outdoor play area ensures that children get plenty of fresh air and are able to enjoy physical exercise. Staff have secure systems in place to record and monitor children's personal needs. For example, they record each nappy change, which enables them to pass on relevant information to parents when they collect their children.

Children are able to make decisions as to when they have their snack. Staff sit with the children as they enjoy healthy options such as carrots, fruit and bread. This helps to promote the social aspect of mealtimes and encourages children to talk to the staff and their friends about what they are enjoying doing. The nursery has recently begun to use an external catering company to provide the children with hot meals at lunchtime. Children enjoy their lunch of pasta and sauce, with a salad. However, although the staff provide many opportunities during the day to help children to learn to be independent, children are unable to serve themselves their lunches as staff do this for them. Consequently, children miss opportunities to develop their physical skills and learn about portion size.

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

The management show a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate a secure understanding of their roles and responsibilities in safeguarding children. Consequently, staff know what they should do if they have a concern about a child in their care. Daily visual checks and risk assessment works well to ensure that the indoor and outdoor learning environment is safe for the children who attend.

The management has robust and rigorous vetting procedures in place to ensure that all staff are suitable to be working with children. In addition, regular monitoring and supervision of staff means that staff are well supported and any additional training needs sourced to help promote their own professional development, and improve outcomes for the children. Consequently, all children receive good support, which helps them to make consistent progress towards the next stage in their learning or the move to school. The manager monitors the observations, which staff carry out to ensure that all staff are able to correctly identify children's current stages of learning and development. This ensures

that staff plan appropriate next steps for children, which provide challenge and help children to enjoy learning through play.

The staff use reflective practice and self-evaluation well to monitor the effectiveness of the educational programmes and the learning opportunities children receive. Parents are able to put forward their views on the nursery verbally or at the parent evenings, which the staff hold. This enables the staff and management to find out how parents feel about the nursery and the care their children receive. The staff have plans to achieve accreditation as a Montessori Nursery and for some staff to attend Forest School training. This would enable the staff to make better use of the woodland near the nursery and enable children to develop their physical skills.

Partnerships with parents work well to support all children's learning and development. Parents speak highly of the staff and the learning opportunities their children enjoy. Some parents comment that they like the Montessori Approach and that they chose the nursery specifically as it uses this teaching method alongside the Early Years Foundation Stage. Parent's comment that they feel they are able to support their children's learning at home, as staff provide good feedback at the end of the sessions. Therefore, children are able to make good progress towards the early learning goals and the next stages in their learning and development. Partnerships with external professionals such as speech and language therapists enable the staff to seek support and guidance should they have any concerns about a child in their care. This helps all children to make consistent progress in relation to their starting points.

Staff have links with the local schools that children will attend. Teachers are able to come and meet their new children prior to the start of the new term, which enables children to meet them in familiar surroundings. Written reports sent to the schools, also helps teachers to support children's learning by providing appropriate challenges to further their learning and development. Consequently, children are able to move smoothly into school and with confidence.

## 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>	EY397242
<b>Local authority</b>	Southwark
<b>Inspection number</b>	924485
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Arthur David Brows
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	0208 7660091

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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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