

Bridge Park Montessori Nursery

Unit 39, Bridge Park Leisure Centre, Harrow Road, LONDON, NW10 0RG

Inspection date

25/10/2013

Previous inspection date

15/06/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Procedures for behaviour management are inconsistent amongst the staff team giving children inconsistent guidance. This means interaction between the staff and children is poor.
- Staff lack confidence in taking responsibility for their roles because of poor management and supervision of their practice.
- Systems of observation and planning do not go far enough in supporting children's individual interests and abilities.
- Procedures to ensure staff remain suitable for their roles are inadequate.
- Staff responsible for the preparation of food are not suitably trained in food hygiene.

It has the following strengths

- The children are generally excited by activities on offer which supports learning in some areas.
- Children have fun in the well resourced outdoor area where they develop physically and gain an understanding of healthy lifestyles.

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 children as they played both inside and outside.
- The inspector looked at children's assessments records and planning documentation.
- The inspector talked to the manager, provider and staff about the running of the setting, and their understanding of their roles and responsibilities.
- The inspector took into account the views of the parents.
- The inspector and manager completed a joint observation.

Inspector

Julie Biddle

Full Report

Information about the setting

Bridge Park Montessori Nursery registered in January 2012. It is a privately run provision. The nursery operates from purpose-built accommodation in the London Borough of Brent. Children have access to a large hall and a small adjacent room. There is a separate office as well as kitchen and cloakroom facilities. There is direct access to an enclosed garden. The nursery serves the local and wider community and is open for 48 weeks of the year, closing for two weeks during the summer, one week at Easter and one week over Christmas. The nursery is open Monday to Friday from 7.30am until 6.30pm. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 15 children on roll; all of these are in the early years age range. The nursery provides free early education for two-, three- and four-year-olds. There are three members of permanent staff this includes the manager. The manager holds a Montessori Diploma and Level 5 in early year's education. All other staff have relevant early years qualifications. The nursery also employs a cook.

What the setting needs to do to improve further

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

- ensure the cook and all staff involved with the preparation of food complete training in food hygiene.
- ensure that regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff and to ensure staff are secure in their day to day roles
- ensure all staff observe children to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child reflecting those observations
- develop systems to ensure the ongoing suitability of staff
- respond to each child's emerging needs and interests, guiding their development through warm, positive interaction, allowing them opportunities to express themselves and make choices
- ensure all staff understand the behaviour management policies so that children receive positive and consistent messages

Inspection judgements

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

Children's progress in learning is sound on some occasions but inconsistencies in teaching mean that some children do not reach their full potential in all areas. In general, the children confidently move around the setting and make choices from the resources and toys available to them. The learning environment offers a range of materials and resources for children to independently select such as puzzles and painting resources at the easel.

Staff successfully identify children's starting points, however observation, assessment and planning that follows on from this does not go far enough in meeting children's individual needs and abilities. Staff teaching methods are inconsistent, with some staff in particular lacking confidence in their interaction with the children. When staff do talk to the children, they praise them for their efforts and achievements. For example, when children complete puzzles and their Halloween masks. This helps to promote children's self-confidence and positive self-esteem. However, whilst children learn to choose from some Montessori equipment located on nearby shelves, staff lack confidence in supporting this method of learning.

Parents provide staff with important information about their child's likes and dislikes and in this way staff gain a suitable awareness of the children in their care. In general, staff are adequately deployed but there are occasions during the day when they are unsure of their roles with the children and look to the manager for direction. This means that children are not always fully occupied or challenged. Children confidently talk to each other during their play. They talk about their sleeping babies, asking their friends to be quiet so they do not wake the babies. Children have satisfactory opportunities to learn about sounds and rhymes through singing songs together. They join in enthusiastically with songs and actions; they have fun as they sing the songs very quickly. Younger children confidently sing along to music tapes.

The manager completes the progress report for children aged between two and three years olds. This is suitably shared with parents so that they have the opportunity to feel fully included in their children's learning and development. Staff help children to develop skills of independence, for example, putting on their own coats and shoes. This helps children develop good self help skills in preparation for their next stage of learning and their move to big school. In addition, some of the staff talk to the children about their visits to school and in particular share their excitement as they describe their book bags.

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

Children are cared for in a generally safe and secure environment and are learning the importance of how to keep themselves and others safe. For example, children learn the procedures to follow in the event of an emergency, as they practise evacuation drills

regularly. Children are beginning to understand why it is important to walk in the setting and to take care around each other. In addition, the children play in an enclosed garden. The nursery has chickens in the garden which are kept in a fenced area to ensure the children's play area is safe. Staff in the setting have developed secure attachments to the children. The key person system successfully supports children to feel safe and secure. Children behave well but at the expense of their motivation and enthusiasm for learning because of poor staff intervention and some negative interaction by some staff. This is because not all staff understand positive reinforcement strategies needed to support children's learning.

Staff adequately support children to develop a healthy lifestyle. For example, the children access a well-resourced garden where they ride bikes, climb and whizz down slides and this supports their physical skills and health. In addition, children develop an understanding of caring for living things. They plant and care for strawberry plants, for example. Furthermore, the children have opportunities to learn about caring for animals such as the chickens on site. Children feed the chickens and collect eggs and at lunchtime there are good conversations about where the eggs have come from. The staff remind the children of the importance of washing their hands before lunch time, teaching them how to be independent. An on site cleaner ensures all areas of the nursery used by the children are clean and the cook produces freshly cooked food each day. Meal times are a social occasion where children and staff talk about their activities and the food they are eating. For example, they teach the children how the vegetables support a healthy lifestyle. Children have some opportunities to develop an understanding of their own safety. Staff remind children about not running in the setting and not climbing on the tables.

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

Leadership and management is inconsistent because not all staff demonstrate a clear knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager is developing the system of staff appraisal, however the current staff have not been involved in this system and many lack confidence in delivering the curriculum as a result. The manager follows a robust recruitment procedure, which means staff are suitable and qualified to work with children. However, systems in place to ensure staff's ongoing suitability are not robust enough to ensure children's safety and wellbeing at all times. In addition, the cook has not completed the required training in food hygiene and this impacts on children's safety.

Partnerships with parents are successful overall. Parents are pleased with the care their children receive and the information that staff provide. However, because observations and assessments of the children do not go far enough in charting children's interests and abilities, this makes it difficult for parents to support their children's potential at home. The setting has developed successful partnerships with other professionals such as the speech and language therapists. This supports the staff and families in supporting aspects of children's communication. The manager and staff work with local schools and the local authority.

Managers have a clear knowledge of safeguarding procedures, however, this is not suitably shared with staff and leads to inconsistencies in their knowledge. This means staff are not able to fully safeguard children. Staff complete a daily register which demonstrates that the staff/child ratios are maintained in the nursery. There are appropriate policies and procedures in place to help keep children safe and secure as they play both inside and in the garden. Policies and procedures are shared with parents. This means parent's have some understanding of the role the nursery plays in safeguarding their children and supporting them to express concerns. In addition, staff complete daily risk assessments of all areas of the nursery and garden. The manager works directly with the children and is a good role model, sharing skills with the staff. She is prepared to make changes in the nursery and is always looking for ways to improve the quality of the nursery. The feedback from parental questionnaires is included in the evaluation of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY442509
Local authority	Brent
Inspection number	940103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	15
Name of provider	Rizwana Siddiqui
Date of previous inspection	15/06/2012
Telephone number	02035924971

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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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