

Caterpillar Montessori Nursery School

St Albans Church Hall, South Parade, Acton Green, W4 1JU

Inspection date	12/11/2013
Previous inspection date	13/01/2009

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

- Staff have a thorough understanding of children's needs and they use this to plan activities that encourage children's strong development across the areas of learning.
- The manager has a clear vision of the strengths and weaknesses of the nursery and she has ambitious plans for future improvements. The capacity for the quality of the nursery to improve is strong.
- Children make particularly good progress in their communication and language skills. Staff challenge children's thinking skills well and give them plenty of time to respond to questions.
- There are robust safeguarding and risk assessment procedures in place. Children feel safe and secure in the nursery and this promotes their emotional well-being.

It is not yet outstanding because

- Children have daily opportunities to play outdoors in the large park, but the outdoor area directly on the premises is not fully developed to enable children to make choices about outdoor play at all times.
- Resources in the role play area are not broad enough to thoroughly support children's imaginative play in this area.

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 staff and children in all areas of the nursery.
- The inspector discussed the leadership and management of the nursery with the manager.
- The inspector looked at and discussed self-evaluation processes with the manager.
- The inspector spoke to parents to gather their views.

Inspector

Naomi Brown

Full report

Information about the setting

Caterpillar Montessori Nursery School was registered in 1989. It operates within two adjacent buildings situated in Chiswick in the London Borough of Ealing, and serves the local and wider community. The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. The premises are located close to two tube stations and served by several bus routes. Each building has separate kitchen, toilet and washing facilities. The school is adjacent to a park and the children use the enclosed children's playground for outdoor play. There are 48 children on roll aged from two years to under five years. The nursery supports children who have English as an additional language and children with special educational needs and/or disabilities. The nursery school opens five days a week, term time only. Sessions are from 9am to 4pm. Children attend for a variety of sessions, with morning and afternoons sessions available. The school follows the Montessori philosophy of education and of the seven staff who work with children, four hold the Montessori Diploma. The setting employs outside teachers for extra curriculum activities. The setting has developed partnership arrangements with the Early Years Development and Childcare Partnership, the local authority of Ealing, the Pre-School Learning Alliance and the Childcare Company.

What the setting needs to do to improve further

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

- extend further the use of the nursery garden to give children more regular opportunities to use open ended resources outdoors
- develop resources further in the role play areas, to encourage children to explore their imaginative play in limitless ways.

Inspection judgements

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

Children make good progress across all areas of learning because staff have a strong understanding of their needs. Staff use their strong teaching skills to promote children's development through group activities and one-to-one experiences. Staff are gentle and calm with children and their caring attitude helps all children, including those who are newer to the nursery, to feel safe, settled and ready to learn. Staff use observations and assessments well to identify things that children have achieved. They plan a wide range of activities that challenge children well in all areas of learning. For example, staff support children's communication and language development as they hold lively conversations with children. Staff ask children lots of questions to support them to express their thoughts out

loud.

Staff use Montessori principles very well to support children's independent play and exploration. Staff provide children with lots of activities to support their small muscle development as they use tweezers and spoons and practise their pouring skills with increasing skill and accuracy. This promotes children's early writing development as they learn to grip a pencil correctly and to control the movements their hands make to form letters. Staff clearly identify those children who need more specialised support and deliver this through one to one sessions. For example, staff carefully extend activities to support children who have an identified speech delay. They combine activities that support children's pronunciation by helping them to recognise letters and the sounds they make as they match written words to pictures and say them out loud. Staff vary the challenge of this activity well, as they progress from children linking words with objects, then pictures and finally the word on its own. Staff also capture children's interests very well as they read stories with expression and imagination. Children focus very well on exciting stories as staff read the words in a lively and engaging way. This supports children to develop an awareness and love of books, as well as widening their vocabulary and extending their concentration skills, ready for school. Staff promote children's critical thinking and problem solving skills effectively. Staff readily question children to encourage them to develop their ideas. For example, when children spill water, staff ask them to plan what they are going to do about it, rather than just clearing it up for them. Staff support children gently throughout activities and give them plenty of space to share their thoughts. As a result, children, including the younger children in the nursery, are able to express their own ideas very clearly.

Staff have improved children's access to imaginative play resources over the last few years. There are some interesting resources in the role play area and children enjoy pretending the bandages from a medical kit are swimming clothes as they wrap them around each other. However, children do not have a broad range of items in this role play area to spark and extend their imaginations fully.

Children enjoy daily access to the large park that surrounds the nursery. Staff take children for walks among the trees and children enjoy opportunities to explore the natural world around them. Children enjoy time spent in the adjacent playground where they exercise their climbing and balancing skills on the large equipment. However, the garden area that is available for children directly on the premises is less inspiring; staff have not fully developed this area to make the most of it to encourage children to move freely between indoors and outdoors.

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

Staff use secure settling procedures to make sure that children feel safe and welcomed in the nursery. Children all know their key person and other staff well and they go to them for cuddles if they feel unsure. Children greet their key person with a cuddle, showing that they know that this person is special to them. Children are confident and eager to explore because they feel safe in the nursery. They chat eagerly to visitors and are confident to

fetch different activities that support their development. Staff have arranged the environment so that children can move around it easily. They explore lots of resources that are displayed where they can reach them. Even the youngest children are able to pick up trays with both hands and balance bowls of water successfully, with care and control. This careful attitude supports children to take care of their surroundings and they treat each other and their friends with respect. Children mix well with each other and any minor scuffles are dealt with well by staff. Staff all speak to children clearly and calmly and this encourages children to mirror their gentle manner. Children become visibly excited when they see their friends, showing that they have made firm friendships in the nursery. This supports children's emotional well-being.

Staff support children to manage their own behaviour well and to behave in safe ways. For example, staff remind children why they listen to each other, and encourage children to think about why they must be careful with scissors and mop up any spills. Children are clearly used to routines that keep them safe. For example, children all wait their turn when they are going on walks. They take hold of the handle on a long caterpillar line and walk carefully with staff. There are secure risk assessments in place for all outings, including play and walks in the park and staff obtain parents' permission for all trips out. The premises are well maintained and staff monitor the door closely to make sure that any visitors are challenged. As children feel safe in the nursery, they are able to explore well and this supports their good progress.

Staff are sensitive to the needs of children who move from one group to another, or who are moving on to school. There are effective systems to support children as they move to the next age group as key persons handover well to give children good continuity of care. Also, staff prepare children who are moving to school as they talk about the experiences to come and prepare skills that children will need at school. For example, children are learning to manage their own coats and shoes, as well as to take turns in group activities, and to listen to staff and each other.

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

The management team and staff have a clear understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is up to date and well organised. Staff ratios and qualifications are well maintained and there are effective arrangements in place for times when core staff may be absent. The staff team carry out robust risk assessments to minimise hazards and the premises are secure. As a result, children can play and learn in safety.

Staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. The clear safeguarding policy includes procedures to restrict the use of mobile phones. There are clear whistleblowing procedures in place and these ensure staff can raise concerns if needed. Recruitment, induction and probationary procedures are robust and the management complete background checks for all staff.

Staff and children practise regular fire drills and staff undertake first aid training so they can deal with minor injuries should the need arise. As a result, staff are able to protect children to a high standard.

The manager organises her staff team well and all staff receive regular individual support and supervision. The manager spends time in both rooms each day and observes staff performance to promote consistent practice across the nursery. The manager monitors planning across the nursery to ensure it is effective in meeting the needs of the children. Staff track children's progress to identify and gaps in children's so that these are addressed quickly. Staff discuss children's development with parents on a very regular basis and this means that parents are able to share information with staff to improve the accuracy of planning for children's individual needs. Parents state that they appreciate the time that their children's key persons spend with them on a weekly basis, and they know that they can make suggestions to staff about what their children need, and that this will be incorporated into the nursery. There are close links in place to support and necessary interventions for children, and to work with other professionals where needed.

The manager has a strong understanding of the strengths and weaknesses of the nursery and she has completed a thorough self-evaluation process, involving parents, staff and children. She has identified clear areas for improvement and has high ambitions to improve the already good quality of the nursery. The manager is able to prepare well for any coming changes to the staff team, or numbers of children. She plans well for a new intake of children, increasing staff numbers before new children arrive, so that the new staff team is well embedded to provide good quality care and education for children from the outset.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	118151
Local authority	Ealing
Inspection number	846136
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	48
Name of provider	The Caterpillar Montessori Nursery School Limited
Date of previous inspection	13/01/2009
Telephone number	020 8747 8531

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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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