

Oak Hill Montessori

54-60 Brookhill Road, BARNET, Hertfordshire, EN4 8SL

Inspection date

Previous inspection date

30/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have experience of caring for children with special educational needs and they are able to adapt activities to ensure all children are included.
- Children have many opportunities to develop their physical skills and learn about the features of their environment through regular visits out in their community.
- The nursery works in partnership with parents and this contributes to consistency of care and learning for children.

It is not yet good because

- At times staff do not ensure that some children's records are kept in a confidential manner or that the register of attendance is accurately maintained.
- Staff do not consistently follow good hygiene procedures in the baby room, particularly in relation to the use of outdoor footwear, to promote children's health.
- Children do not have good opportunities to see texts in books written in a range of languages that they and their families speak, to promote inclusion and support their literacy skills.

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 interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
The inspector sampled a range of documentation, including the register of attendance, safeguarding policies, staff records and the record of the risk assessment, accident and incident records, along with children's assessment records.
- The inspector spoke to parents available at the inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Oak Hill Montessori Nursery originally opened in 2009. They re-registered on the Early Years Register in 2011 under a new company. This is a privately run provision. The nursery operates from converted premises in the London Borough of Barnet. Children use three main play rooms. Of these, one is located on the lower ground floor. Children have access to an outdoor play area. The nursery is open for 50 weeks of the year, closing for one week during the summer school holidays and one week at Christmas. The nursery is also closed for four inset training days during the year. The nursery opens each weekday from 7am to 7pm.

There are currently 35 children aged from six months to four years on roll. They provide funded early years education for two-, three- and four-year-olds. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 12 members of staff; of these 10 hold relevant early years qualifications to National Vocational Qualification (NVQ) level 3 and a Montessori Diploma. The manager holds an NVQ at level 4 and another member of staff holds a BA Honours Degree in Early Childhood Studies.

What the setting needs to do to improve further

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

- improve systems for ensuring that documentation, such as children's personal records are kept confidential and only available to those people who have a right or a need to see them
- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance.

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

- develop further procedures to consistently promote good hygiene in the baby room, particularly in relation to footwear
- increase the range of resources, such as dual language books, available to children who speak languages other than English to enable them to see texts written in a range of different languages.

Inspection judgements

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

Staff have a secure knowledge and understanding of the learning and development requirements. They provide children with a balanced and varied range of activities and experiences that enable children to develop and learn through playing and having fun.

The key persons closely observe and monitor the children, recognising the children's skills and acknowledging their interests. They identify the children's next steps and use this information to plan and provide the necessary support to move children on in their learning and development. Staff make good use of the local environment to support children to become aware of their local environment and some of its features. For example, children go out to the post box to help staff post letters. They visit the local shops to help with buying ingredients for baking cakes and they visit the local library. Staff also take children on trips to use outdoor play facilities in neighbouring schools and parks in order to provide children with challenging physical outdoor play experiences.

Babies and children gain much from being together at the beginning of the day and during lunchtime. Older children begin to show care and concern for their friends as they cuddle babies and play with younger children. Babies closely observe other children playing and begin to show that they enjoy other children's company. Babies make sounds and use non-verbal gestures to express their needs and feelings. Young children are able to string several words together, name objects and use facial expressions to show their feelings.

Staff provide good opportunities for children to develop their communication and language skills through circle time sessions and small group work. This enables children to enjoy taking part in conversations with their friends and adults in large groups. Staff promote children's listening skills well as they remind children to 'listen with their ears' to instructions and when other children are responding to questions from staff during group activities. This helps children to learn to take turns to speak when part of a group.

The nursery promotes inclusive practice to support all children. For example, key persons have planned consultations with parents and external agencies so that they are able to meet and plan for children's developmental needs and care arrangements. Staff use Makaton, a form of sign language, which helps children who have speech and language difficulties to communicate. This also benefits children who are bilingual and those who are not yet confident in talking in a group. Staff plan topics and activities that help children to become aware of their own and other cultures. For example, children take part in celebrating a range of festivities that includes Chinese New Year, Easter and Jewish New Year. In addition to this, children also use a range of resources that reflect positive images of race and culture that helps to them to develop a positive outlook of the wider world. However, children do not consistently have good opportunities to see text in books written in their family home languages or community languages other than English to support their literacy skills.

Some children can accurately count to 15 and beyond and they can recognise numbers

one to five. Staff provide purposeful activities to develop children's understanding and use of mathematics in practical ways. For example, children use spoons to measure ingredients when baking cakes, they see numbers when walking up the stairs and they sort objects.

Staff help children to recognise patterns during their play. For example, staff provide children with cars and support them to create and recognise track marks in the paint. Children aged two years are beginning to recognise the weight of objects and use the language of weight. For instance, young children tell staff that the bundle of shredded paper 'is not heavy'.

Staff provide lots of opportunities for babies to explore, discover and gain experiences through sensory play. For example, babies sit in mounds of shredded paper; they touch cold cooked spaghetti and are supported to put their hands in paint to create hand prints. Babies discover objects that make sounds when playing with musical toys and activity sets. They smile and move their bodies when staff sing nursery rhymes and songs, enabling them to express themselves in different ways. Children's creative skills are encouraged as they develop painting techniques, such as icing sugar painting, bubble painting and using recycled products to make three-dimensional models.

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

Children arrive happily into the nursery. Children are keen to play as they separate from their parents, and to approach and try out a range of activities on the table tops. New babies and children are helped to settle according to their individual needs because key persons and parents work together to create a smooth transition. The key persons gather relevant information about the children before they are placed at the nursery so that children's routine care can be met. This helps to support children's physical and emotional well-being. Children enjoy respectful relationships with their key persons, other staff and friends. They are beginning to develop confidence and positive self-esteem. Children are developing an understanding of the rules of the nursery and learn about what is acceptable or not acceptable, through the boundaries set by the staff. Staff help children to learn how to keep themselves safe through reminding children to walk and not run indoors. They also help children to become aware of road safety when out on trips.

Children enjoy varied and nutritious meals that cater for their tastes and dietary requirements. Children's health is appropriately maintained as staff wear protective clothing when changing children's nappies and helping to serve food to children. Staff also wipe down table top surfaces before and after meals or a change of activities and they regularly clean the bathroom throughout the day. Staff make up babies' milk feeds in the milk kitchen, an area which is maintained in a clean and hygienic state. Staff also monitor younger children's hand washing routines so that they learn the importance of good personal hygiene. Older children automatically wash their hands after visiting the toilet and they know to wash their hands before meals and after painting activities to follow good hygiene practices. Some of the staff in the baby room wear indoor shoes, however, not all staff do this in order to help reduce the risk of passing on germs to babies who are

at the crawling stage of development. Also, parents or visitors are not made aware of the possible spread of germs from footwear when coming from outdoors into the baby room.

Children enjoy daily outdoor play in the small outdoor space that is available to them. They pedal tricycles, push buggies and use rockers. Children have opportunities to walk on balancing blocks, thus demonstrating balance and coordination. Staff make good use of local community play facilities so that children can use a wide range of large play equipment. Children's regular visits to the local school playground and parks gives them opportunities to practise and develop their physical skills as part of a healthy lifestyle.

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

The manager and staff have secure knowledge of the safeguarding procedures to follow if they have concerns that a child may be at risk of harm. They also have detailed policies in relation to child protection issues and know how to implement procedures in the event that an allegation is made against a member of staff. The manager has put in place appropriate recruitment and vetting procedures, which mean that suitable people look after the children. All required documentation for the management of the children, staff and the provision is in place. However, the record of the attendance is not well maintained, in line with the requirements of the Statutory Framework for the Early Years Foundation Stage. Also, staff have not fully complied with the nursery's confidentiality policy as they have put a couple of the children's accident reports on the room's notice board, which are in view of other people who do not have a need to see them. These are breaches of the safeguarding and welfare requirements, though the impact on children's welfare is low.

The nursery has security systems, such as closed circuit television monitoring the front and rear of the premises. In addition to this, staff check the identification of visitors and the reason for their visit. This helps to prevent unauthorised visitors gaining access to children. The staff conduct daily risk assessments indoors, outside and when taking children out on trips to identify and address any potential hazards to children to keep them safe.

The manager and deputy regularly work alongside the staff in the rooms to observe staff's practice and provide feedback. The manager also supports staff during supervision sessions to deliver educational programmes that help children to learn through play and planned activities. In addition to this, the management actively encourages staff to attend in-house and external training to further their personal development and improve outcomes for children. The manager and staff welcome visits from the local authority advisor and have acted upon the advice given to them to help them to improve the quality of the provision. Staff work well as a team and they provide a well balanced programme of activities for children. This has enabled children to make good progress in their learning and development. The manager and staff use a self-evaluation process to monitor their practice. In the main, the manager and staff have identified strengths and areas for development to help improve the outcomes for children, though the procedures for some

aspects of documentation are not sufficiently robust.

The manager and staff's partnership with parents is good. Staff ensure that parents know about their children's daily routine, activities and how well they are progressing. For example, staff complete daily diaries for babies and young children to ensure continuity of care. Staff share children's assessment records with parents and encourage them to contribute to their child's assessments. In addition to this, the manager has invited parents to attend a parents' forum meeting. This enables them to have opportunities to receive information about aspects of child development, the Early Years Foundation Stage and to express their views about the quality of care their children receive. This helps parents to become involved in their child's learning and development. Parents say that they feel welcome at the nursery, that the staff are friendly and approachable. They also say that they are happy with the progress their children are making. The nursery has established links with the local school to help prepare children for their move to school in the near future.

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	EY438700
Local authority	Barnet
Inspection number	911494
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	35
Name of provider	Montessori Education Limited
Date of previous inspection	not applicable
Telephone number	0208 4492238

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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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