

Eden Montessori Nursery

Kensington United Reformed Church, Allen Street, LONDON, W8 6BL

Inspection date	22/01/2014
Previous inspection date	16/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 know children well and have a good understanding of how to promote children's learning; therefore, children are confident and develop at expected levels from their starting points.
- Staff have high expectations of all children, therefore, children are becoming more independent, enjoy exploring through play and take risks in their learning.
- Staff have a strong partnership with parents and other professionals. As a result, staff prepare all children for school and dealing with change successfully.
- Management ensure staff follow rigorous systems for safeguarding children. Staff are quick to identify and respond to potential risks; therefore, children are kept safe.
- The leadership and management have a drive for excellence and as a result, have developed strong systems for self-evaluation. This has resulted in continuous improvement since their last inspection, so improving provision for children.

It is not yet outstanding because

- Staff provide younger children with a limited range of readily available resources that promote imaginative 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.

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 had a tour of the nursery with the provider.
- The inspector observed children's activities indoors and outdoors.
- The inspector took account of the parents' views.
- The inspector sampled key documentation, including children's progress records.
- The inspector met with the provider and discussed systems for self-evaluation and the improvement plans.

Inspector

Carolina Montesinos

Full report

Information about the setting

Eden Montessori Nursery registered in 2010 and is privately owned. It operates from two rooms in a church hall in High Street Kensington in the Royal Borough of Kensington and Chelsea. The nursery is located up four steps leading into the building. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 9 am to 3.45 pm term time only. All children share access to an enclosed play area. The nursery employs eight staff. All staff hold appropriate early years qualifications. One member of staff holds qualified teacher status and another staff holds an early years professional status. The nursery also employs an administrator, a part-time teacher of French and a cook. The nursery supports a number of children who speak English as an additional language. The staff use the Montessori teaching method combined with the Early Years Foundation Stage.

What the setting needs to do to improve further

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

- extend the existing range of resources, such as in the role play area, to promote children's use of their imaginations in play so that they have richer and more varied imaginative experiences.

Inspection judgements

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

Children enjoy their time at nursery. They arrive eagerly and are warmly greeted by the staff. Children are excited to use new technology equipment to register themselves by clicking on their picture every morning. Staff know children well. They observe and listen to children carefully in order to plan daily routines and activities to meet their needs.. For example, in the younger group there are a few children settling-in and the staff adapt the environment in order to provide quiet areas for any children who need a quiet space as they deal with change. This helps children feel emotionally secure and demonstrates the staff team understands children's individual needs.

There is a thorough and ongoing assessment of children's progress because staff observe and record what children can do. Staff effectively identify children's individual needs because they find out about what children can do before they start at the nursery. Parents contribute to their children's assessment and share what they have observed their child is able to do at home. This enables the staff to focus and plan for children's individual interests and the next steps in their learning. As a result, children are motivated to learn

and make good progress in readiness for the move to school.

Children develop their physical and self-help skills, and are rapidly becoming more independent. They show confidence by having a go at peeling, cleaning and cutting the fruit for their snack and know how to clear up afterwards. Younger children, and those who need it, receive extra support from the staff to gradually develop these skills. Staff are skilful and know when to step back as children become more confident in their own abilities. Therefore, children are developing key skills and feel proud of their own achievements because the staff have high expectations of them and provide a wide range of stimulating and suitably challenging experiences for all.

Staff support children's communication skills effectively through meaningful and purposeful interactions. They talk to children, commenting on what they are doing and ask questions to encourage their thinking and exploration. In addition, children have access to a wide range of books, which they enjoy looking at together or on their own. The nursery receives the support of a speech and language therapist, who provides support in implementing strategies to support children's language development and language acquisition. As a result, children are developing good communication and language skills, including those who did not speak English when they first started attending the nursery. This support prepares all children well for the next stage in their learning.

Children use a rich and varied range of learning experiences such as: visiting the local park for sports sessions, having French lessons, visiting the library and using a vegetable patch where they are able to grow their own produce. Furthermore, staff ensure the planning of activities include helping children understand the world in which they live and caring for others. For example, the nursery organises visits to a local home for the elderly to sing to the residents. In addition, the staff adapt the role play area with a theme, for example, 'Africa' as children learn how people differ. Children use a wide variety of resources. These include books and early writing implements to help develop their early literacy skills. Therefore, staff provide an interesting range of activities reflecting the different areas of learning and development. Children play enthusiastically and learn because the environment effectively promotes children's exploration and play.

In the younger group, staff make only a limited variety of resources readily available to children to support their imaginative play. An example of this is the home corner which has a 'kitchen' but few resources to prompt children's pretend play, such as utensils, crockery and kitchen tools. This means that while some children enjoy playing and pretending to make 'cups of tea', others who want to play imaginatively cannot, so restricting opportunities to extend their learning.

The key person system supports a strong partnership with parents. Parents are very positive about the nursery and feel completely involved and supported with regards to their children's needs. This means staff have worked well in ensuring all parents, even those who were originally reluctant, engage and make contributions to the children's learning.

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

Young children develop strong attachments with the staff because staff are kind and gentle towards the children and as a result, children feel secure. This leads to trusting relationships and a strong sense of belonging. Staff help children understand positive ways to behave. Children are encouraged to share and to be kind to each other. Knowing what is expected of them also adds to the children's sense of well-being, therefore, staff gently remind children of the nursery rules, such as walking inside in order to help children understand how to keep themselves and others around them safe.

There is an effective key person system in place. Staff work in close partnership with parents preparing children for change, for example, during the settling-in period. Children are given the time to become familiar with the nursery and build relationships with their key person, the staff and other children. Parents have ample opportunities to contribute and discuss plans and any concerns, with the key person. Additionally, staff work together with parents in order to set strategies to manage any behaviour issues and provide the emotional support children need whenever they face change. As a result, children develop a sense of belonging and build positive relationships with others. This ability is a useful attribute as preparation for the next stage in their early education.

Children throughout the nursery are learning to be healthy and take care of their personal needs because staff and parents work together to promote a healthy lifestyle for all children. The nursery staff promote walking to nursery for children aged over three years. They have adapted a space in the nursery for children's scooters, so that children can use these to and from nursery, so encouraging physical exercise as part of a healthy lifestyle. Staff teach children good hygiene routines. They provide small 'hygiene tables' in both nursery rooms where children have a small mirror, tissues and sanitising gel. Children regularly use these in order to keep themselves clean.

Staff prioritise the safety of the children and implement safeguarding and safety procedures effectively. They ensure the premises are secure and complete daily checks of the premises. This means, children play in a safe and clean environment. Staff teach children how to keep themselves safe, for example, through wearing high visibility vests when outside.

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

The provider has a good understanding of her responsibilities in meeting the learning and development requirements. They oversee the educational programmes and their implementation closely, so they are able to identify when children are not making sufficient progress and can then seek to provide additional support for those children. As a result, all children make good progress from their starting points.

An effective system is in place for monitoring practice regularly, which means the provision evolves and improves. Professional development of all staff is supported well

through regular supervisions and appraisals. Staff work well together as a team and provide a calm and purposeful environment for children. Systems for self-evaluation highlight the nursery's strengths and weaknesses and clear action plans are used to prioritise areas for development. This demonstrates that the leadership and management are employing good and precise systems for self-evaluation and their continuous strong desire for excellence has a positive impact on children's learning.

The provider has a thorough understanding of the safeguarding and welfare requirements and prioritises the welfare of the children. All practitioners have a good understanding of their role in safeguarding children. They are clear about child protection procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all practitioners are suitable to work with children. Induction procedures ensure that new practitioners and students have a secure knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and practitioners are well-deployed to ensure that children are kept safe. Parents feel their children are safe in the nursery, because staff are vigilant and take good measures to ensure children are safe in their care. For example, when catering for children with severe allergies, staff receive appropriate training and are careful to share key information with each other. At the same time, they maintain high levels of cleanliness to prevent reactions.

Partnership with parents is strong and parents comment on the positive support and approachability of all staff. They are kept informed of children's daily progress through regular feedback from staff in a variety of ways. Practitioners develop effective partnerships with other early years providers to share information in order to promote children's learning, development and welfare. In addition, staff work with focus groups in order to help these groups of children make progress and to prepare them for the next stages in their learning. This system supports and prepares children for moving to other settings and promotes continuity in their care and learning. The staff team's partnership working with other professionals and agencies is good and used effectively to identify children's needs.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY407830
Local authority	Kensington & Chelsea
Inspection number	816301
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	39
Name of provider	Mary Mah Williams
Date of previous inspection	16/11/2010
Telephone number	0207 937 7337

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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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