

Nightingale 2 Montessori Nursery

St. Stephens Parish Church, Weir Road, LONDON, SW12 0NU

Inspection date

28/01/2014

Previous inspection date

30/01/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
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 requires improvement

- Children access a varied range of Montessori equipment displayed on low level shelving enabling them to make independent choices.
- Children enjoy a balanced range of snacks and meals which supports their healthy lifestyles.
- Weekly activities, such as mini football and ballet, enhance children's physical development.
- The staff have strong relationships with parents and carers. Furthermore, the provider is forging links with local schools to support children's move to their next stage in learning.

It is not yet good because

- The provider has had to take recent action to meet the safety requirements and there is scope to make security more robust.
- Teaching in the setting is not consistently good in order to extend children's learning by supporting their thinking skills, independence and creativity.
- Staff do not consistently teach the skills children need to manage their own behaviour or negotiate with other children.
- The role play area is uninspiring and lacks resources to extend children's knowledge across all areas of learning. Furthermore the resources do not reflect the diversity of

the children who attend and the wider community.

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 activities in the playroom and children using the hand-washing facilities.
- The inspector talked with some staff and children within the nursery and had discussions with the deputy manager who gave a tour of the premises, including the security of the nursery.
- The views of the parents were sought through discussions at the inspection.
- The inspector held discussions with the provider/manager and undertook a joint observation of a teaching activity.
- The inspector viewed samples of the available documentation, such as the safeguarding policy, risks assessment and children's records.

Inspector

Helen Steven

Full report

Information about the setting

Nightingale 2 Montessori Nursery opened in 2012 and is one of two nurseries run by the same provider; it is an accredited Montessori nursery. The nursery is located in a church community hall in Balham, within the London Borough of Lambeth. During the hours the nursery runs it has sole use of the main hall and access to an additional room for specific activities, such as music and ballet. Children's toilets are located along the corridor. Children are escorted to the toilets as different community groups use other rooms in the building during the hours of operation. The nursery has use of a kitchen and sole use of an enclosed outdoor area.

The nursery is registered on the Early Years Register. There are currently 38 children on roll. It is open Monday to Friday during term time and session times are 9.15am to 12.30pm and a lunch club until 1 pm. An afternoon or full-day session is available until 3.15pm. A team of seven staff, including the manager, work with the children. Of these, six hold appropriate early years qualifications at level three and above, including Montessori International Diploma (level 4), Qualified Teacher Status and Early Years Professional Status.

What the setting needs to do to improve further

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

- strengthen the security of the premises further
- develop the methods of teaching to ensure that staff consistently extend children's learning by supporting their thinking skills, independence and creativity
- ensure that staff consistently support children to manage their own behaviour.

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

- enhance the role play area to provide resources that support children's progress across all areas of learning and reflect the diversity of the children who attend the setting as well as the wider community.

Inspection judgements

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

Staff observe their key children and identify their next steps in learning. They use a Montessori activities record sheet for each child. This helps track children's progress in line with Montessori philosophy as well as linking their progress towards the Early Years Foundation Stage early learning goals. Through discussion at the start of a placement, and the information obtained from parents in the 'all about me' forms, staff establish children's starting points to inform planning. Written plans are general, but key persons discuss their plans for individual children in team meetings. Staff carry out the progress check for two-year-old children and share the assessment with parents. This means that staff can identify potential gaps in children's development and parents are aware of the progress their children are making. As a result they are supporting children's next stage in learning suitably.

Children's communication and language skills are supported. They enjoy listening to their favourite stories and singing songs. Staff role model how to communicate with others in a calm and respectful manner. They ask children questions and encourage them to respond. However, the staff team do not consistently take opportunities to extend children's learning by encouraging them to think critically. For example, a toy is broken and although the staff member tells the children how to mend this they are not given the opportunity to think how best to do this. Staff engaging with children in the home corner, making a fruit salad with the plastic resources, do not exploit the opportunity to engage children in discussion about healthy eating. Children are confident to talk to visitors and spontaneously tell them about their home life, explaining that their 'mum is a chatterbox!'

Children have lots of opportunities to develop their knowledge in mathematics. The nursery has a wealth of Montessori resources that support this. They lay out large rods for measuring and talk about and compare sizes. Children sort and sequence wooden towers and different size knobbed cylinders. Children carefully pour liquids in containers and scoop sand into buckets. They experiment to see if they can make a sandcastle and explain that they need wet sand to achieve this. They count items on cards which encourages them to match numerals with quantity. Staff support them to do this more accurately.

Children show an interest in sound as they ting small cymbals and run the wooden stick along the rugged back of the 'wooden toad' percussion instrument. This encourages them to learn and distinguish differences in sounds and rhythms. Children are able to express their ideas as they paint sweeping strokes with brushes at the easel. They skilfully remove their finished creation and set it down to dry, showing a sense of achievement. In contrast, an adult led art activity does not support children's own imagination. The staff member expects children to make a horse shaped book mark and states 'Can you make one just like mine?' The felt shapes and wool for the mane are pre-cut. The wooden sticks have the children's names written on them by an adult, and in most cases, the adult puts the glue on the felt shapes herself. At times she uses the spatula to spread the glue and sticks the wool on for the children. This over directional method of teaching means that children are not expressing their own ideas. They are not using their physical skills to cut the shapes or experiment with the glue. Children engage in role-play and transfer equipment around the nursery to act out familiar experiences. They cover their friends in sheets as they put them to bed. Other children use the equipment in the role play area to pretend to cook. Although children enjoy pretend play, staff have not planned and

prepared this area of the provision as well as other spaces. They have not resourced the area richly with materials that support development across all areas of learning, such as mathematics and literacy. Furthermore, they have limited items that reflect the diversity of the children attending the setting and the local community. Activities relating to community festivals help children learn about cultures that are different to their own. This week they are introducing children to Chinese New Year. Staff organise activities that give children access to tablet computers where programmes support their literacy and numeracy as well as their understanding of technology.

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

Children arrive happily at the setting and quickly engage in play demonstrating that they have a bond with the staff. There is a key person system in place which enables parents to have a designated person to talk to about their children. Children are gaining awareness of how to keep safe through discussion and reminders during the daily routines. For example, staff remind them of the dangers of running in the nursery holding chopsticks and taking care when using the large mathematic rods. Regular fire drills are undertaken to help children learn how to keep themselves safe in an emergency.

Children are forming friendship groups and play together sharing ideas, for example, they play with the small world toys together and suggest racing the vehicles to see which is the fastest. Staff have strategies to manage unwanted behaviour and a procedure is in place which is shared with parents. Staff are observed addressing unwanted behaviour by calmly talking to the children at their level and encouraging children to speak to each other to ask rather than take toys. However, this is not consistent in order to teach children about the effect their behaviour has on others. For example, children exclude others from their games, or do not allow their peers to carry out certain roles.

Children discover the texture of a satsuma as they explore the fruit when they cut and divide it as an activity set out on the shelf. Staff provide children with healthy snacks of fruit and vegetables which are conversely prepared for them by the adults. Children who stay for longer sessions have a nutritious packed lunch provided by their parents. Staff encourage healthy eating, by asking parents not to include crisps, sweets, chocolates and fizzy drinks in their children's lunch boxes. Staff are aware of children's individual dietary requirements and adhere to these. There are suitable procedures in place to prevent cross infection. For example, children wash their hands after toileting and before food. Due to the logistics of the building staff accompany children to the toilet area to promote children's safety.

Children are encouraged to value their toys and environment by putting toys away in their designated area. Staff remind children about this. Children are able to choose what they play with and freely access the varied range of age appropriate Montessori resources within the nursery. They are well organised to enable children to make choices as to what they would like to play with. As a result, staff support children's independence and they are beginning to develop the skills they need to move onto their next stage of learning. Some children decide to sit by the shelves and play with the toys without moving them to

a nearby mat or table. Staff have given less attention to the role play area within the setting to ensure it fully supports children's learning. In general children have access to daily outdoor play, as required, to promote their healthy lifestyles. At the time of the inspection the provider has risk assessed that the area is not safe due to high winds damaging a fence. The staff plan learning opportunities for the outdoor space and there are future plans to develop the garden area to make it a better learning environment.

Children have the opportunity to develop their physical skills. They whizz around the playroom, negotiating space as they squeeze through narrow gaps between the wall and the furniture. Children bend and stretch as they limber up for a mini indoor football session lead by a visiting adult. In addition, children engage in weekly ballet classes in small groups. There are a range of resources that encourage children to develop their hand-eye coordination, for example, they show good control as they use scissors.

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

Staff demonstrate a secure awareness of child protection issues. They are aware of the signs and indicators that may be of concern and know how to proceed appropriately. They have access to training and detailed policies are in place to offer further guidance. The provider describes robust recruitment procedures for recruiting and vetting suitable staff. This inspection took place as a result of a concern raised to Ofsted relating to the safety of the children at the nursery, which would affect the suitability of the provider. Evidence gathered at inspection found that the provider has not consistently assured children's safety. On one occasion a child left the nursery unaccompanied, which has a major impact on children's wellbeing. However, following the incident the provider reviewed their risk assessment and developed an action plan. They have since fitted a self closing mechanism on the external gate, however, it does not prevent children from opening this. In addition, there are new strategies in place to monitor the main door more effectively during times that children arrive and parents and/or carers collect them from the setting. The provider identifies that there is more to be done to ensure that the security of the premises is fully robust. They do not intend to just be reliant on staff vigilance, which they had identified as the primary weakness when they investigated the event. The provider was open and honest and notified all parents of the incident and sent them a copy of their action plan to demonstrate how they are reducing the risk of this happening again. However, the provider did not notify Ofsted of this significant event as required. This is an offence.

The provider has submitted their self evaluation to Ofsted. They have judged themselves as outstanding in all areas. However, a local authority development worker advised them to review this evaluation using guidance from Ofsted to benchmark their judgements. Through discussion the provider expresses their desire to offer high-quality childcare. She demonstrates that she has identified areas of weakness, as well as their strengths, and states they are in the process of updating their self evaluation which is carried out annually. There are systems in place to carry out regular supervision of staff and annual appraisals are in place. Managers use these times to acknowledge strengths and identify training needs to enable continued professional development for staff.

Overall, partnership with parents is strong, as the provider is committed to work in partnership with them. For example, there was a parent, teacher association meeting held during the inspection in the playroom. The provider has found that the use of electronic mail is a successful way of communicating with parents, especially when a carer drops off and collects the children. They use newsletters to provide parents with details of the range of activities their children take part in, which aide parents in how they can continue to support children's development at home. Notice boards in the entrance display legal documentation and other information which is of use to parents. On the day of inspection parents spoken to are positive about the nursery. They feel that it is 'a lovely brilliant nursery'; the staff are 'kind, gentle and well organised'. Others report that staff are 'fairly calm' and seem 'quite caring and nurturing'. They like the 'consistency' and 'flexibility' of the nursery. They find the staff very easy to communicate with and state that the newsletters are very useful. They are involved in their children's learning, for example, by looking at home for items that begin with the 'letter of the week'. The provider is forging links with schools in the area to ensure that they fully support children when they move on to their next stage in learning. The provider has requested information from external agencies to assist staff in meeting individual children's needs.

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	EY448664
Local authority	Lambeth
Inspection number	952460
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Nightingale 2 Montessori Nursery Limited
Date of previous inspection	30/01/2013
Telephone number	07930401769

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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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