

# Kingston Vale Montessori Nursery School

St. Johns Church Hall, Robin Hood Lane, LONDON, SW15 3PY

<b>Inspection date</b>	11/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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		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

- Children enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- Leadership and management of the setting are strong. The manager and the staff have a clear vision beyond the strong practice they are promoting and all members of staff are involved in evaluating the effectiveness of planning. This results in continually improving outcomes for children.
- A very good range of interesting, stimulating activities are available enabling children to make decisions and choose where they wish to play.
- Staff are skilled in asking useful questions to encourage children think about what they are doing. As a result, children's vocabulary is in line with, or exceeding, the developmental milestones for their ages and stages of development.

### It is not yet outstanding because

- Staff do not consistently encourage children to practice writing their names during some creative activities. This slightly reduces opportunities for children to develop their early writing skills at such times.
- Staff do not fully support children's physical and independence skills at snack times.

## 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 main playrooms and the garden.
- The inspector spoke with the provider, deputy and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys and records, planning documents, the development plans and a selection of policies and procedures.
- The inspector checked documentation demonstrating staff suitability and safeguarding policies and procedures.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Kingston Vale Montessori Nursery School registered in 2013 and operates from a ground floor church hall in the Kingston Vale area of Royal Borough of Kingston. The nursery has been established since 1981 and registered by the co-owners in 1998. Due to one of the co-owners retiring the nursery has re-registered again in 2013.

Children attend for a variety of sessions. The nursery operates Monday to Friday during term times from 9.15am to 12.45pm. Children attend from two years of age. They have access to two group rooms, an enclosed outside play area and the vicarage garden. The staff care for children who have special educational needs and/or disabilities and those who are learning English as an additional language.

There is currently a team of eight staff, six of whom hold childcare qualifications. The Montessori school curriculum is followed and implemented by Montessori trained teachers and this is combined with the Early Years Foundation Stage. The nursery is in receipt of free early education to children aged three and four years of age. There are currently 41 children on roll in the early years age group. The nursery is registered on the Early Years Register.

### What the setting needs to do to improve further

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

- support children's emerging writing skills by encouraging them to write their own names during activities
- strengthen children's physical abilities and independence skills during snack times.

### Inspection judgements

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

Staff provide good quality teaching and, as a result, children are making good progress in their learning and development. They include the children's next steps needed in learning, their interests and views from their parents to plan effectively. Staff encourage parents to share the activities they have been doing at home and also use this information to inform their planning. This makes sure parents are an integral part of the children's learning. Staff track the children's progress using developmental milestones. These are used successfully to see if children require support with their learning and development, whether they are behind or excelling. Staff share detailed progress reports and the required check for two-year-olds with the parents so they can see the progress their

children have made. Given the children's starting points they are making good progress and are gaining the skills they will need for their future learning.

Children of all ages enjoy books and readily choose their favourites for staff to read with them. Staff ask children useful questions about what is happening in the books. This allows children to think about the answers and respond. Staff also effectively use nursery rhymes, explanation and praise to help develop children's communication and language skills. Therefore, children are confident communicators and are developing their vocabulary and spoken language well. Staff provide children with opportunities to access writing resources, although they do not consistently encourage them to attempt to write their names on their creations. This slightly reduces opportunities to fully promote children's early writing abilities.

When children are nearing school age, staff work closely with teachers and the parents to enable them to settle into a new routine quickly. This also enables children to be ready for the next stage of learning. Staff work well with each other and enable children to progress smoothly through the nursery. This supports well children's self-esteem and builds on their confidence to become independent learners.

Staff teach the children about different festivals and celebrations from around the world. Parents also come into the nursery to talk to the children about different festivals and how they celebrate. This further enhances the partnerships with parents but also promotes children's understanding of diversity and the wider world around them.

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

Children have secure bonds with the staff, which builds their self-esteem and their confidence in readiness for learning. Children enjoy snuggling up to staff for cuddles, reassurance and support. Staff work with the parents well to settle their children into the nursery. They familiarise themselves with children's interests and use these to settle children in. Therefore, children are happy and settled in the care of the staff.

Children learn about keeping safe through the staff's effective support and reinforcement. For example, staff teach them about tripping hazards and being careful on the steps between the playrooms and the outside areas. Children also participate in regular fire drills. This helps them to understand what to do in an event of an emergency.

Staff use resources well to promote all areas of learning. Resources are clean and well maintained. They ask children what activities and toys they would like. This helps children make choices about what they would like to play with. This also helps to promote the children's independence well overall. All staff are consistent in their approach to behaviour management and deal with children's behaviour well. They take time to talk to children about the importance of sharing and working together. Given the children's ages and stages of development they behave well.

All snack times are social occasions where children sit and talk with staff about their play

and what they have been doing at home. However, as staff prepare the snack and put the straws into the carton of milk for the children, their physical skills are not fully enhanced during these occasions. This also results in staff missing opportunities to promote children's independence skills. Children have daily opportunities for exercise in the garden areas which promotes their physical development well overall.

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

The provider is fully aware of how to meet the safeguarding, welfare and the learning and development requirements. Staff have a secure knowledge of safeguarding and child protection arrangements. Staff are fully aware of what signs and symptoms they need to look out for. They are also fully aware of the reporting flow chart used by the local authority for reporting any concerns and what they need to do. Staff follow the well written policies and procedures, such as not using mobile phones in the nursery. This enables the staff to safeguard the children when in their care. Detailed risk assessments are in place to enable children to play in a safe learning environment. Robust recruitment procedures are in place to check the suitability of staff working with the children. The provider checks the staff's ongoing suitability on a yearly basis. This further promotes the safety of the children in the nursery.

Staff have regular appraisals. This allows the manager to keep track of staff development and to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. They deploy themselves effectively around the nursery to maintain ratios and to keep children safe. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress. The nursery's self-evaluation process is strong. They involve the parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. All staff work together to look at areas they can improve and what areas they can strengthen further. The staff are currently working on improving the outside play areas for the children. They are all working together alongside the early years team to improve the learning experiences for the children when playing outside. Staff have a clear understanding on working on any recommendations that are raised in order to improve the service they are providing. This enables the staff to bring about positive outcomes for children.

Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual learning needs. They attend various training events to enhance their practice which in turn helps to promote effective outcomes for children. The committee is fully involved in all aspects of self-evaluation to bring about the best possible outcomes for children.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents and carers if they have any concerns about their children's development. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children.

## 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

<b>Unique reference number</b>	EY466139
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	932819
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Kingston Vale Montessori Nursery School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02085463442

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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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