

Lavendale Montessori

Woodside Park Club, Southover, Wooside Park, London, N12 7JG

Inspection date	17/03/2014
Previous inspection date	22/01/2009

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 promote a relaxed, calm atmosphere, and this supports children of all ages to develop warm bonds with staff, which means they are confident, inquisitive and interested in exploring and learning.
- The supportive management team is committed to continual improvement and regularly reviews practice in the nursery. Staff's performance is actively monitored to ensure their teaching skills further enhance the learning experience for children.
- Effective planning means the children take part in activities that are fun and challenging, which means they make good progress.
- Staff and parents share a strong partnership, which means children receive the support, and guidance they need.

It is not yet outstanding because

- There are occasions when staff deployment and the organisation of the rooms is less successful.

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 children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the deputy manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager, and deputy.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Lavendale Montessori Day Nursery is a privately owned provision. It opened in 2006. The day nursery operates from the Woodside Park Club, in the London Borough of Barnet. The nursery is purpose-built and has three base rooms, a kitchen, utility areas and toilets. All children have shared access to outside play provision with use of an adventure playground. The nursery is open each weekday for 51 weeks of the year from 8.am to 6.pm. The nursery is registered on the Early Years Register. The premises are accessed by one small step leading into the nursery. There are currently 79 children in the early year's age group on roll. The nursery receives funding to provide free early education for children aged three and four years. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and or disability and those who speak English as an additional language. The nursery employs 16 staff. Of these, 14 staff, including the manager hold appropriate early years qualifications and two staff are working towards a qualification. The nursery also employs a cook. The nursery receives support from a qualified teacher and the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- improve the deployment of staff to cater for the busier times of sessions.

Inspection judgements

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

Children play and learn in an environment that is busy and purposeful. They clearly enjoy learning through play and they are excited and enthused by their chosen or planned activity. The staff know the children well. This enables them to identify their skills, likes and dislikes. As a result, the quality of teaching is good, ensuring that children make good progress in all areas of their learning and development. Staff observe and assess the children on a regular basis. They use this information alongside their thorough knowledge and understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage to plan a wide range of challenging and exciting activities. In addition, the system of observation allows the staff to indentify the children's skills and potential next steps in learning and development. Children are able to develop their own ideas and interests through the continuous provision of resources and activities within the learning environment. Consequently, children are prepared for the next stage in learning and in preparation for school. For example, an interest in space rockets has led to a topic on space and the home corner becoming a space rocket. This area has minimal resources, which fully supports the children to use of their imagination. Staff have used this interest to help the children's understanding of numbers as they sing

songs, counting backwards as the rocket flies to the moon.

Staff throughout the day very well support children's communication and language development. Babies and children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes. Staff respond excitedly to the youngest children as they babble and attempt their first words, encouraging them to repeat these and practise their new found skills. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. For example, they talk about animals in the story, remembering when they had seen the animals before and join in as they count the animals on each page. Children are pleased to share information with staff and their friends about the animals they have in their homes.

Staff provide an environment where resources and displays are labelled with pictures and words. Resources for writing and mark making are evident and enable children to develop their early writing skills. Examples of emerging writing skills are displayed, giving children a sense of pride in this skill. This supports children's developing literacy skills in readiness for the next stage in their learning, such as school. The setting is committed to working in partnership with parents. Staff understand the importance of developing these positive relationships in order to promote consistency of support with regards to children's care, learning and development. Parents complete detailed documents when they start in the setting. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Verbal feedback is shared with parents about their child's care routines, such as nappy changes and the activities that they have been engaged in. Parents are actively encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests. Summaries of each child's learning and development are shared with parents and thorough progress checks for children aged two are in place to complete with parents when appropriate. Parents speak highly of the staff and the setting and in particular how professional and kind the staff are. Parents report they feel listened to and consequently their opinions respected and supported by staff.

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

There is a good key person system in place, which supports children in forming positive attachments and relationships with staff. Settling-in visits are flexible to take into account the individual needs of each child and, as a result, children settle well and their physical and emotional needs are met. Staff emphasise the importance of children being emotionally ready before a move into the next age nursery room is considered. A partnership with parents fully supports the needs of the children when they do move within the nursery. Children are fully prepared and settle well into the school environment because staff make sure they are confident and prepared socially. Children display confidence in their surroundings and are eager to learn and play in this very welcoming provision. Babies are very well supported and demonstrate they are confident in the nursery. They readily turn to staff for cuddles and encouragement when they are feeling sad or insecure. The stimulating environment both indoors and outdoors enables children

of all ages to freely select a wide range of resources to support their play and learning. In general spacious, well organised rooms enable babies and children to have the space to move around freely and practice their physical skills, including walking. However, there are times during the day when the rooms are less organised and feel very busy. Children gain a good sense of belonging and well-being as throughout the nursery, examples of their creative work and photographs of them engaged in activities within the setting are displayed.

Children behave well because the staff consistently role model respectful relationships and good behaviour, encouraging the children to be kind to one another, share and use good manners. Physical skills are well promoted as children have daily access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves on the large equipment, climbing and balancing. Children thoroughly enjoy their time in the outdoor environment. They learn to play together through games, such as 'what's the time Mr wolf?'. They respond to the time given by the wolf, holding hands and counting the steps together as they get closer to 'the wolf', and excitedly run away. Staff use the time in the outdoor area to support children's understanding of safety. They gently remind children to walk to the outdoor area and to beware of their surroundings. Snacks and meals are well balanced and nutritious and all dietary needs are catered for. Mealtimes are social occasions and children are encouraged to use good manners and to use their cutlery appropriately, supported by staff according to their needs. Hygiene is well promoted through established routines and by staff responding to children's individual care needs. For example, nappy changes take place at regular intervals throughout the day and staff often check children to see if this needs to be increased. Children are helped with toilet training when they are ready for this new stage of development and older children are able to freely access the bathroom whenever they need.

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

The management team have a good understanding of their roles and responsibilities. They ensure that the setting is effectively organised and the requirements of the Statutory Framework for the Early Years Foundation Stage are effectively implemented. Comprehensive policies and procedures, risk assessments and safety measures are all in place to underpin children's safety and wellbeing. Regular reviews mean policies and procedures meet requirements and are up-to-date. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Safety and security are given high priority. For example, finger print recognition and close circuit television means the main door is consistently monitored and unknown people are unable to enter the building. Staff's knowledge of safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The written safeguarding policy contains detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware of all policies and procedures when first joining the setting and when these are updated or new policies are implemented. All of which, ensure that appropriate steps are taken to minimise risk and keep children safe and

secure.

A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. All staff contribute to the established appraisal process which is used well to highlight training and development needs. Staff receive training in safeguarding and first aid and attend additional training of interest when available. In addition the supervision and appraisal systems provide staff with an opportunity to reflect on their practice and consider ways to further promote children's development and progress. Evaluation of strengths and areas for development of the setting is ongoing and involves the views of parents through questionnaires. Systems are in place to monitor children's observation and assessment files to ensure they are up-to-date and that any gaps in learning or the provision are identified and addressed swiftly. The manager and deputy observe staff practice and check that planning is broad and balanced, meeting the individual needs of the children attending.

Partnerships with parents are very good and those spoken to speak highly of the staff who care for their children and the progress their child is making in their learning and development. Verbal information is shared with parents and progress updates ensure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning and work in partnership with parents to support changes in children's care needs, such as toilet training. Parents receive newsletters, which keep them up to date with changes in the nursery. Effective partnerships with external agencies and local schools are well established and contribute securely to meeting 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	147571
Local authority	Barnet
Inspection number	896614
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	45
Number of children on roll	79
Name of provider	Lavendale Montessori Ltd
Date of previous inspection	22/01/2009
Telephone number	02084457999

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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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