

Bright Eyes Montessori Nursery

1 Acton Hill Studios, 13 Acton Hill Mews, Uxbridge Road, LONDON, W3 9QN

Inspection date

08/04/2014

Previous inspection date

10/04/2013

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 enjoy story times because staff engage them well and ask questions to encourage the children to think about the stories.
- Staff plan well for those children who are preparing to go to school.
- Children enjoy learning about letters and numbers in a range of activities and challenges are set for those children who are excelling in these areas.
- Staff communicate with parents in a variety of ways to encourage their involvement in the nursery and keep them informed about events.

It is not yet good because

- Managers do not effectively monitor staff performance and the observations made on children's progress when there are changes to the key person.
- Managers have not developed staff supervision sufficiently to ensure that all staff consistently follow the nursery procedures for recording minor accidents.
- There are times when staff do not follow children's lead as they choose their play.
- Staff do not make good use of meal times to teach children about healthy eating.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with parents, children, staff and the deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector observed children and staff in all areas of the nursery.
- The inspector sampled documents including staff records, policies and children's development files.

Inspector

Lesley Hodges

Full report

Information about the setting

Bright Eyes Montessori Nursery is run by Bright Eyes Montessori Nursery Ltd. It registered in 2010 and is located in a single storey building in Acton, in the London Borough of Ealing. Children have access to a partially covered outdoor play area. The nursery is open each weekday from 8am to 6pm for 49 weeks of the year. There are currently 68 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three, and four years. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. It is registered on the Early Years Register. The nursery employs 18 staff, 12 of whom hold appropriate early years qualifications. The nursery follows the Montessori teaching ethos.

What the setting needs to do to improve further

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

- provide effective arrangements for the supervision of staff to ensure that all consistently follow the agreed procedures for recording accidents
- ensure that when there is a change in the key person, children's individual learning needs continue to be met through regular and effective observations
- ensure that all staff plan effectively to respond to children's emerging interests.

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

- develop learning opportunities at meal times so that children can learn about healthy foods through meaningful interactions with staff.

Inspection judgements

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

The nursery is bright and welcoming. Children arrive happily and quickly choose activities from the range available. The educational programmes cover the seven areas of learning and children can choose resources from low-level storage containers to make independent choices about what they play with.

Key persons know the children well. They talk confidently about children's achievements and planning for individual children is generally sound. Parents comment that they meet

with key staff regularly to discuss their children's progress in their learning, and this means that they feel involved in their children's time at nursery. There are some occasions, however, when staff do not follow children's interests as they explore the environment. For example, planned activities such as the completion of Easter cards mean that babies' preferences in their play are not always accommodated. Staff generally have a sound knowledge of how children learn and the quality of teaching is adequate. They adapt activities to suit children's ages and abilities. For example, they use songs, puzzles and games to develop children's awareness of the names of body parts to increase their understanding of the world.

Staff provide challenging activities to prepare children for the next stage in their learning which supports their move to school. During circle times, staff teach children about numbers and letter sounds with a variety of activities which engage the children. Children develop number and mathematical skills in various ways. They count various items and enjoy physical activities counting as they stand up and sit back down again. Children laugh as they take part in this fun activity with staff. Children also learn about letter sounds. They sound out the letters shown and eagerly name items around the room. Children tell staff which of their friend's names begin with the letter being displayed and these activities foster their early literacy skills. Staff plan appropriately to challenge children who are gifted in particular areas so that they make strong progress. Staff make suitable observations of children's progress and plan for their development. There have been a number of changes of staff however and this means that, for some children, their key person has changed a number of times. Although there are systems in place to monitor staff performance, in these situations the managers' checks have not always highlighted when staff have not been carrying out regular observations in line with the policies and procedures of the nursery. This has an impact on how effectively teaching supports the children's learning and development.

Children enjoy story times because staff are relaxed and ask questions which encourage children to think. This means that children are engaged in the story and this supports their interest in books.

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

Key persons generally know children well.

All children play in the covered outside area each day. This daily access to fresh air supports their healthy lifestyles. Children enjoy physical activities in this area. They play on slides and rockers to develop physical skills and use large construction blocks to build and balance. Staff use the space well to encourage all children to join in with writing and drawing on a large scale. Staff provide a variety of resources including large sheets of paper, cardboard boxes, pens and chalks so that children can explore mark making in different ways. These outside, large-scale activities encourage those children who do not always enjoy table-top activities to develop an interest in early writing.

Children are developing independence skills in a variety of ways. Staff have acted on the recommendation from the last inspection and children now serve themselves from large bowls and pour their own drinks. Younger children are developing these skills and staff support them appropriately as they learn to use the large spoons. Children take an active part in clearing the tables after lunch. They clear their own plates and staff give children small tasks and responsibilities which they enjoy. Children are animated when they declare that they are the 'helper of the day' and explain their role with enthusiasm. These routines promote children's awareness of their environment and help them to gain the skills they need as they prepare for school.

Children's behaviour is managed well. Staff praise positive behaviour and use different strategies to encourage this. For example, they use songs to encourage children to tidy up their toys and this means that children are willing helpers as they clear up.

The levels of interactions with children during lunchtimes are variable. Some staff engage well with children and create a relaxed atmosphere. Although there have been improvements to the lunch time routine which mean that staff now sit with children, they do not always use this time to help children consider the food they are eating and develop their knowledge about healthy foods.

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

This inspection took place following a concern raised to Ofsted about a child sustaining an injury following an accident in the baby room. The provider also notified Ofsted on 12 December 2013 of the accident in accordance with requirements. Ofsted carried out an investigation and found that staff had failed to report the accident to parents and managers, did not maintain an accurate register of attendance and staff's identified training needs were not supported appropriately. Following the investigation Ofsted set a notice to improve to ensure that in all circumstances appropriate accident procedures are followed including maintaining written records of accidents and parents and/or carers are notified of any accident or injury sustained by a child on the same day or as soon as reasonably practical. Ofsted also set notices to improve to implement procedures to support staff's training needs and to maintain a daily record of children's attendance.

Managers have made changes to practice and provided training to address aspects of the actions and recommendations set previously. For example, they have made changes to attendance records and accident forms, and specific safeguarding training has been carried out. This has improved practice overall, however, not all staff are clear about their role in implementing the policy for recording minor incidents promptly. Therefore, although staff are suitably trained and are aware of the records to keep, managers are not monitoring staff practice sufficiently to ensure all procedures are followed effectively.

Staff have a sound understanding of other matters relating to safeguarding children. They are confident when describing procedures to follow if they have concerns about a child in their care and they clearly understand these aspects of the safeguarding policy which

covers the required elements. Managers make checks on the suitability of staff to work with children. These include references and medical questionnaires. Managers carry out induction sessions with new staff to make them aware of health and safety procedures such as carrying out daily risk assessments to premises and equipment. Staff and managers are knowledgeable about and adhere to required ratios for children of different ages.

Managers have provided a range of training opportunities for all staff including paediatric first aid training. Managers ensure that there is always at least one person with first aid training in the nursery at all times when children are present so that first aid can be given if needed to protect children's well-being.

Required records including children's hours of attendance, medication records and a record of complaints are maintained effectively to support the safety and welfare of children. The nursery building is secure so that children keep safe. Staff are vigilant when checking the identity of visitors and a written record is kept should they need to refer to it at any time.

Managers are successful at reviewing some aspects of their practice. Staff meetings give staff the opportunity to suggest new ways of adapting activities to meet different children's needs. Managers carry out regular staff appraisals when staff can highlight any training or support needs they have. These practices are used to support new staff when they are learning about how to carry out effective observations of children.

Parents are generally positive about the nursery. They enjoy the regular meetings with key staff and say they feel welcome to speak to staff members about any concerns or queries they have. Parents of children in the pre-school room are particularly complimentary about the range of activities their children enjoy which helps with their overall development.

The provider allows children outside the age range the setting are registered for to attend. Although they sought advice, they did not ensure their current registration was correct before accepting older children. Ofsted will not take any further action in this respect and the deputy manager was advised to make the necessary changes to their registration.

The Childcare Register

The requirements for the compulsory 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	EY414495
Local authority	Ealing
Inspection number	959672
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	68
Number of children on roll	74
Name of provider	Bright Eyes Montessori Nursery Ltd
Date of previous inspection	10/04/2013
Telephone number	02089932009

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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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