

Maytime Montessori Nursery

341 Cranbrook Road, Ilford, Essex, IG1 4UF

Inspection date

02/06/2014

Previous inspection date

09/06/2011

The quality and standards of the early years provision

This inspection: 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Babies and children form exceptionally strong bonds and emotional attachments with their key persons, which ensures they gain a positive sense of well-being and belonging.
- Babies and children thoroughly enjoy their time at nursery. They are confident, articulate, self-assured, highly motivated and eager to learn.
- Children learn skills of independence because staff assign responsibilities and tasks to them. This supports children to learn to care for themselves, their environment and others.
- Partnerships with parents are exceedingly strong and they make an extremely important contribution to the provision of effective learning experiences for children.
- Security and safeguarding children are of paramount importance. The nursery has highly effective strategies in place to ensure that all children are protected from harm.
- Leadership and management of the nursery is very strong, ensuring that the individual learning and development needs of all children are exceptionally well met.

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 observed children engaged in activities in all areas of the nursery.
- The inspector spoke with the owners, manager, deputy manager, staff and children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Maytime Montessori Nursery opened in 1992 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a group of four privately owned settings. The nursery serves a wide catchment area as many parents travel into the area for work. It operates from a converted house in a residential area of Ilford in the London Borough of Redbridge. There is an enclosed area available for outdoor play.

The nursery employs 11 members of child-care staff, all of whom hold appropriate early years qualifications. There is also a chef and a kitchen assistant. The nursery opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. There are currently 63 children attending who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for children aged two, three and four years. It has effective strategies in place to support children who are learning English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to improve the already excellent facilities in the garden and build on current plans to provide exciting opportunities for children to explore and investigate. In particular, having regard to the baby area to give babies more room to explore.

Inspection judgements

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

Staff have an excellent knowledge of how children learn and of the requirements of the Early Years Foundation Stage. This ensures that children's progress in all areas of learning and development is exceptionally well promoted. Staff are enthusiastic and confident in their work and the management team supports them exceptionally well. The quality of teaching is robust throughout the nursery. Staff assess children's starting points through information they gain from parents and they track children's progress exceptionally well from the beginning. They learn about children's interests and home experiences from parents and use these, alongside their own assessments, to identify the next steps in children's learning. Staff use the clear and concise records contained in children's learning journals to inform planning for their individual development. They support parents with ideas and activities to continue children's learning at home.

All children make outstanding progress because staff use their secure understanding of individual children's needs to provide stimulating and imaginative resources and activities to enhance their learning. They provide children with an excellent balance of child-initiated and adult-led play opportunities, to challenge them and encourage their natural curiosity to learn. Staff are fully involved in the children's learning as they get down to their level and join in their play. Children are enthusiastic and highly motivated. They are eager to participate in the activities provided by staff and consistently demonstrate the characteristics of effective learning. For example, pre-school children make a collage to support their topic of 'Where we live'. They stick on pictures and photos of a variety of dwelling places and write captions and comments. This promotes children's understanding of the world and develops their literacy skills. Staff set a homework task for children to build a home out of recycled materials. Parents support their children to make fantastic and imaginative houses from cardboard boxes that their children decorate with pride. These activities ensure that children are extremely well prepared for the next stage in their learning and school.

Children's communication and language are exceptionally well promoted as staff engage them in constant conversation. They learn to sing songs in a variety of languages. They choose what they want to sing and staff build on children's choices using careful questioning techniques to encourage their thinking skills. Staff encourage children to remember past events, such as the concert they performed for parents last Christmas. They ask children to remember the roles they played and the songs they sung. They all sing together and perform the actions. Babies' and older children's physical skills are developing as they climb and balance on the apparatus in the garden. Toddlers fill small trolleys with balls from the ball pool. Staff help them to recognise the colours and count them, teaching skills in simple mathematics. They race around on wheeled toys and dig in soil and sand. Resources are plentiful in the garden to support children's learning in all areas. There is scope to improve this excellent facility further, to provide even more exciting, imaginative and fascinating opportunities for children to explore and investigate, and learn more about the world.

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

The highly effective key person system ensures that every child forms secure bonds and emotional attachments. Babies and children exhibit high levels of self-assurance and confidence. They learn to share, take turns and cooperate with each other. Children's independence and confidence continually develops through making choices and decisions, with regard to their play. Staff follow children's lead and support them as they select their own play resources. Resources are of exceptionally high quality and are accessible to children as they are stored at their level. Children are safe in the nursery. Fire evacuation procedures are practised regularly with children, so they know what to do should an emergency occur. Robust and clear risk assessment procedures are followed every morning to ensure the setting is safe and children are protected from any potential dangers. All babies and children settle well into nursery life because staff have an excellent understanding of their individual likes, dislikes, needs and care routines from discussion with parents. Older children develop superb self-care skills as they

independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and wash and dry their hands.

Children play happily together and behaviour is exceptionally good. Their personal, social and emotional development is promoted as they share activities together. Older and more able children support those who are younger and ask them if they need help with their work. They say 'Let me show you' as they provide resources for their friends and demonstrate their expertise. Children are polite and friendly and display superb manners. Staff are kind and caring and they are excellent role models as they lead by example. They use frequent praise and encouragement to raise children's self-esteem which encourages positive behaviour. Babies thrive on the individual attention they receive and enjoy cuddles and comfort from their key person in familiar and attractive surroundings. Attentive staff sing songs with them as they play with musical instruments and shakers. Older children also enjoy a music session with a variety of multicultural instruments. Staff are extremely sensitive to children's needs and understand when they need to rest and sleep.

Babies and children enjoy freshly prepared, well-balanced, delicious and nutritious meals cooked by the nursery's own chef. The chef and all staff are attentive to the needs of individual children and take care that children with special dietary requirements are not exposed to ingredients that might harm their health or be contrary to their religious or cultural requirements. Children learn about domestic routines as they set the tables with tablecloths and vases of flowers. Children are challenged with responsibilities that teach independence and skills for the future. They serve and feed themselves and clear away after meals. Babies and children have plenty of opportunities to play outside in the fresh air and they are frequently taken on outings. Children learn to keep themselves safe as they listen to staff and carefully follow their instructions. Pre-school children are emotionally well prepared for the next stage in their learning school as staff engage them in role play and read stories about starting school.

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

The setting has extremely robust systems in place to ensure that children are very well safeguarded. Staff regularly update their safeguarding knowledge through appropriate training and are fully aware of the nurseries policies and procedures. Staff know that they can raise concerns, either anonymously, or by speaking to the managers and they know that any concerns will be taken seriously. Safeguarding policies ensure that mobile phones are not used by any adult in the setting. Security is a priority and closed-circuit television scans the nursery to ensure children remain safe. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme, which leads them through their first three months of employment. All staff are subject to the necessary background checks, which helps ensure that all adults working with children are suitable to do so. Staff management is of a very high standard and a key strength in ensuring that all children's needs are successfully met at all times. All staff receive regular individual support and supervision and interim appraisals. As a

result, all staff share a strong drive for excellence.

The manager and deputy work closely together in partnership to ensure that the educational programmes are effectively monitored. They frequently observe staff practice and they scrutinise their planning for children's development. The management team tracks and analyses children's progress to ensure there are no gaps in any child's learning. Staff undertake peer-to-peer observations to support each other's practice and to maintain high levels of consistency across the nursery. There is a robust self-evaluation process to which parents, staff and children actively participate. Management creates a culture of reflective practice. They have clear, concise, focused and detailed improvement plans to ensure that the continued development of the nursery remains a high priority. For example, improvements to the garden area have already begun, with the introduction of a waterfall feature. Staff professional development is encouraged and all staff hold a qualification in first aid to ensure that any accidents to children in the nursery are managed quickly and effectively.

Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways. Parents know they can come into the nursery at any time and discuss their children's progress and view their learning journals. Parents speak especially highly of the care, kindness and friendliness of staff. They are full of praise for the successful way their children are learning. Staff are passionate about their roles and ensure that the areas they are responsible for are extremely well planned and resourced invitingly to encourage all children to take part. Highly successful staff deployment, along with strong adult to child ratios ensures all children are supported in their play and their learning is extended and assured. All staff receive regular work based training, which is monitored to ensure it is effective and contributes to improvements within the nursery. Staff are aware of the importance of working in partnership with other professionals to support children with additional needs. The management and staff work very closely with local schools to support children to become familiar with teachers and the new environment before they move into school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	128514
Local authority	Redbridge
Inspection number	972077
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	63
Name of provider	Mr John and Mrs Mary O'Mahoney Partnership
Date of previous inspection	09/06/2011
Telephone number	020 8554 3079

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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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