

# Unique Child Montessori Nursery

2a Wood End Way, NORTHOLT, Middlesex, UB5 4QQ

## Inspection date

24/06/2014

Previous inspection date

28/01/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Educational programmes provide interesting and challenging experiences that meet the needs of all children.
- Practitioners can demonstrate that all children, including those with special educational needs, and those learning English as an additional language are progressing well towards the early learning goals.
- The key person system supports engagement with parents. Parents contribute to initial assessments of children's starting points on entry and are kept well informed about their children's progress.
- Relationships are strong at all levels and children are learning to respect and tolerate each other's differences.
- There is a stimulating, well-resourced and welcoming environment both in and out doors which supports children's all-round development and emotional well-being, and provides a range of experiences that develop children's independence and cooperation.

### It is not yet outstanding because

- Routines of the day, such as snack time, are not always flexible enough to allow children the opportunity to sustain their attention in uninterrupted play.
- The organisation of routines sometimes results in children having to wait for relatively long periods between activities.

## **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 activities inside and outside and invited the manager to make a joint observation.
- The inspector talked to parents, staff and children.
- The inspector met with the manager and owner.
- The inspector sampled some policies and tracked some children.
- The inspector read the self-evaluation form.

## **Inspector**

Louise Bland

## Full report

### Information about the setting

Unique Child Montessori Nursery is run by Unique Child Day Nursery Limited. It opened in 2008 and operates from a converted detached house in Northolt, in the London borough of Ealing. It is open each weekday from 8 am to 6 pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. There is no lift to the first floor. A cloakroom for disabled people is available on the ground floor. There are currently 80 children, aged from two to four years on roll. The nursery employs 12 staff, all of whom hold appropriate early years qualifications. The nursery is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register.

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

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

- review routines so that children do not have to wait for long periods between activities
- allow maximum opportunities for children to sustain their attention in uninterrupted play.

### Inspection judgements

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

All staff have high expectations of all children. Planning for individual children is based on observations and accurate assessments made by key staff right from the start, when parents share information about their children's prior skills, knowledge and interests. Parents are kept well informed about their children's progress, both on a daily basis and at regular times throughout the year.

Educational programmes ensure a broad range of experiences help children make good progress to the early learning goals. This is a result of good, secure understanding of the areas of learning and about how children learn, and accurate monitoring. Staff complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Practitioners can demonstrate that all children, including those with special or educational needs and those learning English as an additional language, are progressing well towards the early learning goals.

The educational programmes are interesting and challenging. Practice is commonly based on a secure knowledge and understanding of how to promote the learning and development of young children. The quality of teaching is consistently good. Children are

supported in the acquisition of communication and language skills and in their physical, social and emotional development so that children of all ages and abilities make good progress in their learning. For example, staff role model language as they participate in play with dough. They skilfully introduce mathematical language and the names of shapes.

Children move freely between the indoor and outdoor play areas, which helps children to develop their independence through making choices. They choose from a wide variety of resources, both indoors and out, which provide opportunities for learning across all areas of the Early Years Foundation Stage. Staff provide a wide range of prepared activities to enhance learning opportunities fully, including a well-resourced role-play area. Outdoors, a large slide with wooden steps, encourages children to challenge themselves as they practise climbing and balancing. Sand and water provides children with experiences in the physical skills of pouring and emptying and in developing an understanding of the mathematical concepts of capacity and volume.

Staff provide a large well-resourced role-play area next to the mud kitchen to give children the opportunity of combining the two resources, to enhance their imagination and exploration. They provide wooden blocks for children to build with so that children have opportunities to develop their physical and imaginative skills. Children's gain mathematical understanding about shape, space and quantity as they build constructions together. Children are creative in their use of different types of materials to express themselves, as they paint, draw and make models, and they develop an understanding of the world when, for example, they add water to dry sand and notice how it changes. Staff promote children's early literacy outdoors as well as inside by creating inviting reading areas set with soft flooring, which also gives children the choice of a quiet time. In addition, children are frequently taken on visits outside of the nursery, to the library, for example, to extend their experience and enhance their learning opportunities.

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

Children are happy and secure at this setting. The well-established key worker system helps children form secure attachments and promotes their well-being and independence. There is a stimulating, well-resourced and welcoming environment, both indoors and out, that reflects the wider world and celebrates children's achievements. Rooms are very well organised and space used successfully to meet the specific needs of all children. Staff provide a good range of experiences that develop children's independence, curiosity and cooperation well. For example, they take children to visit the library or the shops, which supports children's all-round development and emotional well-being, as they learn that they are part of a wider community.

Mealtimes are sociable times. Children eat freshly prepared food each day and the nursery cook ensures their meals are healthy and meet any dietary requirements. Children are supported to build relationships and be independent, as they choose where to sit. They help themselves to rice cake, carrot sticks and celery, using tongs, and staff praise children for using the tongs safely. Staff develop children's understanding of healthy eating as they talk to the children about the celery and carrot being healthy and good for

you. Children express themselves with confidence as they talk about what they like and do not like. Children are competent at managing their personal needs relative to their ages. They learn to keep themselves healthy as they wash their hands independently before snack and lunchtime. The organisation of mealtimes, however, sometimes results in children having to wait for relatively long periods before receiving their food.

Behaviour is very good, showing that children feel safe and ready to learn. Practitioners are good role models and they apply agreed strategies consistently and provide clear guidance for children about what is acceptable behaviour. Children learn about keeping themselves safe by helping staff to wipe tables after messy play and to tidy up toys when they have finished playing with them. Children participate in regular emergency evacuation procedures to develop their familiarity and confidence. They also learn how to identify and manage everyday risk through ongoing discussion with staff.

Children are very well-prepared for the next stage in their learning. A Montessori teacher, along with other staff, provides excellent support to prepare children for their moves, both within the setting and when starting school.

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

Leaders and managers understand and meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage very well. They drive improvement through a clear and successful improvement plan that supports children's achievements and staff development. They identify strengths and weaknesses effectively through accurate self-evaluation, which takes in to account the views of staff, children, parents and other professionals.

Recruitment, supervision and training have a very strong focus on safeguarding and child protection. Safeguarding and child protection practice is reviewed regularly. The staff team have attended safeguarding training and are well aware of their roles and responsibilities in protecting children. They understand fully the safeguarding and child protection policies and procedures of the setting. They are aware of the possible signs of child abuse and know whom to contact should they have any concerns about children's welfare. Thorough risk assessments ensure children's safety receives very high priority. There are robust systems for recruitment in place and staff's suitability to work with children is checked and regularly monitored.

There are effective systems for performance management and supervision, and a well-established programme of professional development is helping practitioners to improve their knowledge, understanding and practice. Monitoring ensures that planning and assessment are consistent, precise and display accurate understanding of all children's skills, abilities and progress. Individual children, or groups of children with identified needs are targeted, and their progress rigorously monitored so that appropriate interventions are sought and gaps are closing.

Partnerships with parents, external agencies and other professionals are well established and make a strong contribution to meeting children's needs. Parents comment that they are very happy with the progress of their children. Appropriate interventions are secured so that children receive the support they need so that all children make good progress from their starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY377692
<b>Local authority</b>	Ealing
<b>Inspection number</b>	918629
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Unique Child Day Nursery Limited
<b>Date of previous inspection</b>	28/01/2009
<b>Telephone number</b>	0208 4237300

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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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