

# Bambinos Montessori Nursery Ltd

**BAMBINOS MONTESSORI NURSERY, 100 Staines Road, Hounslow, TW3 3LF**

## Inspection date

Previous inspection date

15/07/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- Children's make exceptionally good progress because the environment is highly conducive to learning and staff provide rich, varied and imaginative experiences to inspire children to be active and inquisitive learners. This enables children to make the best possible progress towards the early learning goals, ensuring they are very well prepared for school.
- Astute systems are in place to accurately observe, assess and plan for children's individual needs and next stage of development. Consequently, tracking systems are sharply focused and timely interventions are implemented if required.
- Staff are extremely supportive, welcoming and warm. The key-person system is very well-established, so that all children feel exceptionally at home in the nursery.
- Partnerships with parents are exemplary. The setting fully values the role of parents and provides numerous opportunities for parents to be involved with their child's learning and development.
- Leadership and management are outstanding. Managers monitor staff performance very closely and weaknesses are swiftly tackled to continuously to improve outcomes for all children.

## **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 three playrooms and the outside learning environment.
- The inspector had discussions with the registered provider/ manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents spoken to on the day.
- A joint observation was conducted with the inspector and manager.

## **Inspector**

Jennifer Devine

## Full report

### Information about the setting

Bambinos Montessori Nursery re-registered in 2013 and operates from a converted church building in Hounslow, in the London borough of Hounslow. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year, excluding public bank holidays. The nursery has three playrooms and a secure garden for outdoor play. There are currently 118 children on roll. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 15 staff of whom 11 staff hold appropriate childcare qualifications. The registered provider/manager has Early Years Professional Status. 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:

- enhance the book areas to make these attractive, cosy and inviting for children to use to support their literacy development.

### Inspection judgements

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

The staff team have an excellent understanding of the requirements for the Early Years Foundation Stage and have great knowledge of how children learn. As a result, they provide a highly stimulating and exciting environment which they are aware helps children to make excellent progress. Observation and assessment methods are well developed and clearly identify children's achievements and their next steps of learning. Staff closely monitor children's individual progress to ensure all children meet expected levels of development. Key workers carefully plan, record and identify individual next steps for each child and they follow this by comprehensive observations to monitor their progress. As a result of the careful planning children benefit from a superb range of activities that offer a very good balance between child initiated and adult-led experiences.

The exceptionally wide range of resources, both indoors and outside, are easily and safely accessible throughout the day. Inspirational and innovative teaching motivates children. Children in the pre-school rooms take part in short structured Montessori teaching sessions during the day. These comprehensively support children's listening skills and concentration to help in readiness for school. Staff demonstrate to a group of children how to build the Montessori pink towers, they use key vocabulary and carefully role model the skills to this activity. The children sit in awe watching and concentrating and then confidently take turns to build this for themselves. Staff support the children as they

develop mathematical concepts working out the sizes and shapes of the blocks but also allow them time to think through the challenge and let them 'have a go' without adult intervention. This approach supports children to be motivated and keep on trying.

Staff support children's communication and language effectively, asking open-ended questions to make the children think and extend their vocabulary. Children take part in group sessions where they have time to talk about their day or weekends or anything special to them. Staff combine this with activities about the days of the week and asking children about the weather. Children fully understand about taking turns during this time and are aware of not shouting out their answers. This supports children's understanding of respecting and valuing each other's views, and is developing their social skills effectively. Although each room has a good supply of books, the book areas are not given high priority in making them attractive, cosy and inviting. As a result, children do not choose to read the books as often as other activities. However, staff do plan story times into the nursery day so that children are exposed to reading materials and begin to understand the importance of literature.

Children have free flow to the outside environment for most of the day and they thoroughly enjoy the outdoors. The garden is exceptionally well-resourced and children can investigate and explore the natural environment. Children can access a full range of activities outdoors which covers all areas of learning very successfully. In particular, all age children enjoy the walk in sand pits and spend long periods of time digging and transferring the sand from one bucket to another.

Children who speak English as an additional language are supported well as a number of staff speak additional languages and they also obtain key routine words to help children settle. The environment contains print to support children's emerging reading development and reflects other languages. There are very effective systems to support children with special educational needs and/or disabilities. The special educational needs coordinator is dedicated to her role and plans one to one sessions to encourage particular skills for individual children, supporting them to make significant achievements in their development.

The nursery has developed some extremely positive links with a number of schools to ensure the children's move to school goes smoothly. Staff effectively promote the children's readiness for school, developing their self-care and listening skills successfully. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

The key-person system is embedded into the staff practice and results in excellent relationships being established with parents from very early on. Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Staff make sure that they provide meaningful experiences to

support children's security and to give them a safe space where they can share and process any concerns they have. For example, pre-school children have been taking part in activities and role play experiences about big school. This careful approach means that staff prepare children very well for their move to school and their next stage of learning.

Staff fully foster children's personal social and emotional development extremely well. Children form very good friendships and play extremely well together. Staff plan many Montessori learning experiences to give children opportunities to develop effective learning skills such as turn taking and listening. Staff promote and role model kind and caring attitudes which results in a calm and loving environment and teaches children to develop firm relationships with each other. Staff continually monitor their behaviour management strategies and work closely together to offer each other support and guidance. Staff manage children's behaviour exceptionally well and they respond very well to praise and encouragement. Children have a very good understanding of sharing toys and regularly help each other overcome difficulties.

Staff are very caring and attentive to the young babies' and toddlers needs. These younger children are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop their senses and early development. There is an excellent supply of natural materials such as sand and water play to explore and investigate. Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as they enjoy the freedom of moving between the indoors to the outside environment.

Staff record and understand children's specific health, dietary needs and allergies. Children learn about healthy lifestyles and follow very good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Children receive a healthy and nutritious cooked meal during the day. Children take part in the planning of the menu's and openly make suggestions to the cook about their preferences. For example asking if they could have yoghurts instead of rice pudding because it was a hot day. This supports children to feel valued and develop their awareness of healthy eating. Children's independence with their self-help skills are developing extremely well. The older children serve their own lunch and even the youngest children use cutlery successfully and are very independent in feeding themselves.

Safety is highly prioritised. Comprehensive risk assessments ensure that all areas and equipment are fit for use. Children show a strong sense of ownership for the nursery and consequently treat their surroundings and each other with respect. They take part in 'tidy-up time', putting away the equipment with little prompting. Children are learning to take full responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They learn the rules of the nursery, such as not running indoors. Staff have an excellent understanding of the appropriate levels of supervision both indoors and outside. The nursery has recently refurbished the main reception and enhanced the security systems in place. Any visitors need to ring the doorbell and show their identification before entering the nursery. A second security door has been added so visitors cannot access the nursery and only staff

open this door. These systems further promote children's safety.

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

There is a very strong management team and all staff benefit from extremely clear leadership across the nursery. Managers are fully aware of the requirements of the Early Years Foundation Stage and ensure that they fully meet all requirements. This results in a very safe, secure and supportive nursery, for all children. Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities and understand the procedures to follow if they were concerned about a child. The nursery provides regular comprehensive training for all staff on safeguarding and this ensures they are confident in all aspects of keeping children safe and fully secure during their time at nursery.

The manager has high aspirations for maintaining quality and this underpins all aspects of care and education in the setting. The manager and staff use self-evaluation to accurately record and effectively to review practice and target areas for improvements. Staff continually reflect on their practice and use their excellent knowledge and understanding of the learning and development requirements to ensure the educational programme is inspiring and challenging to all children. They constantly evaluate the learning environment to ensure it has sufficient breadth and depth across all areas of learning. The manager supports staff well through an excellent system for supervision, appraisals and identification of training needs. Excellent arrangements are in place regarding the programme for professional development and this has a very positive impact on the setting and improving children's well-being.

Partnerships with parents are excellent. The setting places great value in ensuring that parents develop a sense of belonging to the setting and can contribute to well-being of their children. Parents receive a wide range of information to ensure they are very well informed about how the provision operates and they are kept fully informed about their child's progress, achievements and daily experiences. Staff seek parent's views through the use of a questionnaire and take action where necessary. For example, through parent's feedback the main entrance has been improved to add to the safety of the setting. Parents speak very highly about the setting and the staff team. Comments from parents indicate they are extremely happy with the service provided. The nursery is very much part of the community and has strong links with the local children's centre. They share good relationships with local schools, other professionals and local groups, which supports children's continuity of care and transitions well.

## 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>     | EY472994                            |
| <b>Local authority</b>             | Hounslow                            |
| <b>Inspection number</b>           | 948851                              |
| <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>      | 60                                  |
| <b>Number of children on roll</b>  | 118                                 |
| <b>Name of provider</b>            | BAMBINOS MONTESSORI NURSERY LIMITED |
| <b>Date of previous inspection</b> | not applicable                      |
| <b>Telephone number</b>            | 02085709495                         |

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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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