

Country Cows Montessori

524 Watford Way, London, NW7 4SY

Inspection date	22/07/2014
Previous inspection date	02/04/2012

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

- The learning environment is well planned and resourced, providing children with a broad range of enjoyable and interesting learning experiences.
- Staff demonstrate that they have a clear understanding of their roles in supporting children's learning, and staff implement an effective tracking system. This shows that children are making good progress in their learning.
- The leadership and management of the nursery is good. The manager demonstrates a clear understanding of her role and responsibility in meeting the requirements of the Early Years Foundation Stage.
- There are robust monitoring systems implemented, which work particularly well in managing staff performance and developing consistency in their practice.

It is not yet outstanding because

- Staff do not always give children the time and space to consolidate their thoughts and contribute their ideas.
- Children are not always grouped appropriately to meet their individual needs during planned activities and circle times.

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 and staff interacting together both indoors and outdoors.
- The inspector sampled a range of documents, including children's development records and staff files.
- The inspector engaged in discussion with some parents, staff and the provider/manager.
- The inspector invited the manager to carry out a joint observation.

Inspector

Samantha Smith

Full report

Information about the setting

Country Cows Montessori registered in 2011 and opened in 2012. It is based within a converted dairy farm in Mill Hill, in the London Borough of Barnet. Access to the premises is via Albert Road. There is no outdoor space available but the setting is able to make provision for children to access the outdoors on a daily basis. The setting operates for 50 weeks of the year from 8am to 6.30pm, with children attending for a variety of sessions. The setting is registered on the Early Years Register and on the compulsory and voluntary Childcare Register. There are currently 52 children on roll, all of whom are in the early years age range, who attend on a part-time basis. The setting adopts a Montessori approach in conjunction with the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are ten members of staff employed in the setting, nine hold relevant early years childcare qualifications, including two staff with Early Years Professional Status.

What the setting needs to do to improve further

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

- support staff in developing their questioning skills, so that they learn to give children time and space to consolidate their thoughts and contribute their own ideas
- review the organisation of some group times, so that children are grouped appropriately according to their stage of develop, to enable learning intentions to be achieved more effectively.

Inspection judgements

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

The quality of teaching is generally good and children are making good progress in their learning and development. The learning environment is well planned to enable children free access to a wide range of resources, across the seven areas of learning. Staff demonstrate that they have a secure understanding of their roles in supporting children's learning. They regularly observe children at play and engage with them to facilitate their learning. They track children's progress well, using government guidance to show that children are achieving the expected milestones for their ages. Ongoing assessment includes the required progress check for children aged between two and three years. This is used well to provide a clear overview of children's progress and highlight any concerns. On the whole adult-led activities are well planned with clear aims and objectives for children's learning. However, children are not always grouped appropriately at these times

and, as a result, on occasion, staff lose sight of the desired learning intentions.

There are good support systems implemented to for children with additional learning needs. Staff work well with the local area special educational needs coordinator and other professionals to ensure that children are given the support they need to achieve their full potential. Older children are well prepared for their move on to school. For example, they show good levels of independence as they select resources for themselves, take charge of their own play, and play an active role in nursery life. In addition, children are showing a good awareness of sounds and letters, and staff extend this further for those children who show signs of early reading.

Children have opportunities to be creative and develop their imaginative skills. They enjoy playing in the home corner area, using dressing up clothes and small world resources. They access equipment and tools, such as, sand timers and various electrical toys to support their understanding of technology. Children's communication and language skills are well fostered as they engage in regular discussion with staff and each other. Although staff use questions well to extend children's learning and challenge their thinking skills further, they do not always give children the sufficient space and time to consolidates their thoughts before they respond. In addition, they have developed close links with the local schools, and liaise effectively to support children through any change they make within the setting or on to school.

Partnerships with parents are good. Staff regularly update them on their children's progress, share children's developmental records, and encourage them to participate in their children's learning.

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

Children are happy and well settled in this caring environment where they feel safe and secure, and enjoy the positive interactions with staff. The key-person system effectively supports children in forming secure attachments and, overall, promotes positive partnerships with parents. Suitable risk assessments are carried out and appropriate action is taken to minimise potential hazards to children, both on the premises and for outings.

Overall, children are emotionally prepared for moving onto the next stages of their learning and development. Staff act as a positive role model, they set clear boundaries for children to follow and set examples for children so they learn to take turns and respect each other. Consequently, children are well behaved and know what is expected of them. In addition, children are beginning to develop their self-help skills. Staff encourage them to take an active role, and make a positive contribution, in the nursery. For example, they help with small tasks as they clean up and pack away after activities.

Staff promote children's health well. They encourage children to wash their hands as part of the daily routine, and staff support them well in this. Children have access to drinking water throughout the day and snacks are suitably nutritious. Children bring their own lunches from home, which staff ensure are appropriately stored. Staff meet children's daily

routines well. There is suitable provision in place to facilitate young children's sleep routines and staff follow good hygiene routines by changing nappies regularly, according to the children's individual needs. The nursery does not have an outdoor play area, however, staff plan regular visits to the park where children have opportunities to engage in a range of physical activities. This promotes children's physical well-being and their awareness of a healthy lifestyle.

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

The provider demonstrates that they meet all the requirements of the Early Years Foundation Stage. The leadership and management of the nursery is good. The provider demonstrates that she has a secure understanding of her responsibilities towards children's care and learning needs. Safeguarding arrangements are implemented and understood by all staff. Most staff have attended relevant safeguarding training, consequently, they are aware of the process to follow if they have a concern about children's welfare. Therefore, staff safeguard children's welfare and well-being effectively. There are good systems implemented for the safe recruitment and vetting of staff, ensuring that staff are suitable for their roles. Effective risk assessments and daily routines ensure children are cared for in a well-managed environment. Staff are well deployed and good ratios of staff to children are maintained, which enables staff to effectively meet children needs throughout the day.

The nursery demonstrates a strong capacity to maintain continuous improvements. There are effective monitoring systems implemented to achieve consistency amongst the staff team. For example, appraisals and supervision systems are in place for monitoring staff performance. This enables staff to become fully involved in identifying areas of strengths and target areas for improvement, as they continually review the quality of their work. Staff are aware of their roles and responsibilities and effectively implement the policies. For example, staff implement the behaviour management policy and comply with the nursery no smoking policy.

Staff have positive working relationships with parents. They provide parents with good information about the nursery and regularly exchange information about their children each day. This informs parents about the activities their children enjoy and the routines they follow, to promote a consistent approach. Parents advise they are happy with the care and learning provided for their children. They state they work closely with their child's key person to support their children's care and learning needs, and are involved in their assessment. There are systems to share activity ideas with parents. This enables parents to extend their children's learning at home and contributes towards promoting children's continuous learning. The nursery works with the local schools that children move on to. Staff provide them with up-to-date assessment records to support children in their next step of their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY435910
Local authority	Barnet
Inspection number	982266
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	52
Name of provider	Country Cows Montessori Nursery Limited
Date of previous inspection	02/04/2012
Telephone number	02089068825

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

