

Snowflakes Day Nursery & Montessori

Snowflakes Day Nursery & Montessori, 100 Carlyle Avenue, SOUTHALL, Middlesex, UB1 2BL

Inspection date	16/09/2014
Previous inspection date	12/11/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are happy and engaged in their play. They settle well and have warm bonds with the staff who care for them.
- Staff understand children's interests and abilities on entry, and plan effectively for children's individual learning. Therefore, children progress well.
- The nursery is well resourced, and activities and resources span all seven areas of learning. Children benefit from a broad range of play opportunities and, as a result, are making good progress in relation to their initial skills and interests.
- Staff are deployed appropriately throughout the day and supervise children well. Children demonstrate good behaviour and understand staff expectations and the routines of the day.

It is not yet outstanding because

- Staff do not consistently take opportunities to extend children's language skills by promoting the use of descriptive words as they communicate with children during play.
- Occasionally, staff do not fully extend children's understanding of size, shape, volume and position, to enhance their mathematical skills.

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 children in the main room, the baby room, and during children's play indoors and outdoors.
- The inspector spoke with children, parents and staff. She met with the provider, the provider's son and the manager of the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector sampled the nursery's documentation and children's learning journals.

Inspector

Aileen Finan

Full report

Information about the setting

Snowflakes Day Nursery & Montessori is one of two privately run nurseries, owned by the same provider. It registered in 2002 and operates from a prefabricated, modular building, which is separated into a large playroom and an additional baby room, leading off the main play area. The nursery is located in Southall, in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children have access to an outdoor garden. The nursery is registered on the Early Years Register. There are currently 36 children on roll in the early years age group. The nursery staff care for children with special educational needs and/or disabilities and also a number of children who are learning English as an additional language. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs nine members of staff to work with the children. The manager holds Qualified Teacher Status and a Montessori teacher also works with the children. Of the remaining staff, all but two hold appropriate childcare qualifications. One unqualified staff member has started to complete an early years qualification. In addition, a cook is employed by the provider. The nursery follows traditional and Montessori teaching methods. The provider, although not working directly with the children, is also Montessori trained.

What the setting needs to do to improve further

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

- challenge children's growing understanding of language further by introducing and using familiar descriptive words and phrases, and by encouraging children to describe what they are doing in their play

- strengthen children's awareness of position, volume, size and shape to enhance their mathematical skills.

Inspection judgements

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

Staff demonstrate a strong knowledge of the learning and development requirements. They promote children's language and communication, and personal, social and emotional development well overall. For example, staff plan to include a colour and letter of the week, which they share with parents and plan into activities to extend children's learning. They encourage children to explore and be creative. This means that when taking part in art activities, children happily adapt their individual designs. Staff engage and interact with children appropriately overall. They ask useful questions to challenge

children further, but occasionally miss opportunities to encourage the use of descriptive words as they speak together. For example, as children made shakers, staff did not encourage the children to consider the feel of the pasta and beans, or to describe the differences or similarities between them. Nevertheless, at other times staff encouraged children to develop their language skills well during their play. Children took part in a sensory activity. Staff encouraged children to smell and touch the foam that they squirted out from a container, and children commented that the foam was squashy and soft.

Staff plan exciting experiences for children. For example, they planned a cooking activity for the toddlers and babies and most children were eager to take part, although some played alongside with role-play pots and pans as they watched. Staff counted the eggs as they cracked them into the bowl, to promote young children's understanding of numbers. Staff explained how to mix the ingredients and children took it in turns to stir. Later in the day, the babies and toddlers laughed with delight during their singing time. Staff got down on the floor and held the youngest of the children so they could all join in. As the staff sang, children knew to jump up and lie back down again at the appropriate times, showing their understanding of the familiar rhyme. Older children have many opportunities to name shapes or to count. Staff are less confident, however, to broaden some aspects children's mathematical understanding. For example, they did not extend conversations to help children explore volume as children filled different sized containers with water and transported it to water the plants. Likewise, as staff help children to name familiar shapes, during small group activities, some are less confident to enhance children's learning further, for example, by introducing three-dimensional shapes.

Staff plan effectively to offer children a broad range of learning opportunities. Their day includes a short session to learn some Spanish, as well as an appropriate mix of adult-led and child-initiated play. Key-person staff plan for these adult-led activities, based on their knowledge of children's attainments. Therefore, they are able to offer the children challenging experiences to promote their learning further. The children meet for group activities, which staff plan according to their ages and stages of development. The staff offer children time to listen to stories and sing songs, based on their abilities. For example, during a short group time at the end of the day, younger children were eager to call out what they could see on picture cards. Staff taught the older, or more able, children about the days of the week and the months of the year. One child was confident enough to comment that there are twelve months in the year.

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

Children are happy and engage well in their play. They have regular opportunities to play physically, both indoors and outside. Staff promote children's understanding of keeping healthy. For example, the children enjoyed a physical play session. They moved in different ways, following the actions and instructions that staff made and considered how hot their bodies felt after exercising. Staff working with the babies understand the importance of following a baby's individual routines. Therefore, babies sleep when they

are tired, and consequently wake refreshed and happy. The babies and toddlers have ample space to move about and benefit from their own, small garden area. Staff provide regular opportunities for the younger children to be outdoors too. Therefore, the children benefit from regular fresh air and exercise, which promotes their physical development.

Staff offer a play environment that provides opportunities for children to be challenged in their play and learning. Children can access their toys and resources easily from a very well-resourced environment, indoors and outdoors. Staff offer children the freedom to make choices about what they want to do, and this good practice promotes children's independence and confidence. Staff remind children of the rules of the nursery. They encourage children to have positive relationships with one another, to share and take turns. Children are, therefore, cooperative, have warm bonds with the adults who care for them and make friends easily. Children behave very well. They understand the expectations of staff and the routines of the day.

Staff are effective role models to the children. They help them to understand and develop their own awareness of good behaviour, safety, health and hygiene. For example, children take it in turns to be the helper of the day. The older children wash their hands independently prior to eating. They pour their own drinks and serve themselves at lunchtime. Staff encourage babies to feed themselves but are on hand to offer support if they are needed. Staff remind the children about safety, for example, on the slide. Therefore the children know to wait for their friends to move away before sliding down. Staff provide healthy snacks and lunches for the children. They ensure they understand children's eating preferences and any allergies, and adhere to meeting their needs. Mealtimes are sociable occasions and children comment that they enjoy their lunch.

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

Staff are positive role models to the children, and offer a welcoming and inclusive environment. Therefore, children appear settled and are happy to attend. The staff are supported well by the provider and manager who place a strong focus on the continuous improvement of the nursery. Recruitment, induction and training of staff are robust and, therefore, promote the suitability of those working with children. There is an established programme for professional development and supervision. Staff comment that they are happy working for the provider. They confidently demonstrate their understanding of their roles and responsibilities in promoting children's learning and well-being.

Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. They complete safeguarding children training as part of their induction. The provider and manager continue to assess their knowledge through supervision meetings, and during staff meetings, for example. Staff demonstrate that they are aware of the procedures to take should they have a concern about a child in their care. A third of the staff hold paediatric first-aid training certificates and the provider is sourcing training for the remaining staff as part of her action plan. Staff follow appropriate systems to ensure that there are always sufficient staff available to deal with any medical

emergencies. Staff are deployed appropriately throughout the day and supervise children well.

The provider maintains robust policies and procedures, which staff adhere to and implement in their daily practice. These policies are shared with parents, so that they understand the procedures that support children's safety and well-being. Risk assessments for the environment are reviewed regularly, and staff complete daily checks, indoors and outside, so that children can play safely. There are effective systems in place to monitor staff practice. The provider, manager and staff have made many improvements since the last inspection. They have used the support of an early years coordinator, and have reflected on how they promote children's learning and development. The provider has met all the actions set at the last inspection and is confident about future improvement.

Staff now have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. They use what they know about children's backgrounds and development to date, to plan well for children so that they settle happily. Staff make consistent and regular observations of children's achievements. These observations are monitored by the manager and provider. They offer support and guidance to their staff to promote interventions for children, including for those who have special educational needs, where necessary. Staff speak with parents often to update them on how their child is progressing and to plan for children's individual learning. Consequently, children are making good progress in relation to their initial starting points and abilities.

Parents are positive about the care their children receive at the nursery. They state that their children are happy and enjoy attending. Parents with children who do not speak English as a first language at home comment that staff promote their child's understanding of English well. They feel their children are making good progress. Parents are clear about the key-person system, and also say that children benefit from the mix of traditional and Montessori approaches. Parents add that staff are friendly and approachable.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY393991
Local authority	Ealing
Inspection number	962864
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	36
Name of provider	Snowflakes Day Nursery & Montessori Ltd
Date of previous inspection	12/11/2013
Telephone number	02085 716378

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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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