

# Clapham Montessori

St Paul's Community Centre, St. Paul's Church, Rectory Grove, London, SW4 0DX

<b>Inspection date</b>	25/09/2014
Previous inspection date	22/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff encourage children to be independent learners by providing a carefully structured learning environment.
- Staff extend children's learning well and make timely interventions in their play to support their learning.
- Children settle well because staff build warm, strong relationships with them.
- Children behave well because staff use praise to motivate children to behave in positive ways.

### It is not yet outstanding because

- Staff do not provide a wide variety of opportunities for children to learn about and to use technology.

## 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 invited the manager to carry out a joint observation of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Clapham Montessori registered in 1991 and operates from St Paul's Community Centre, in the London Borough of Lambeth. Children have access to an enclosed garden area which is also available to members of the public. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday during term time only from 9.15am to 12.15pm and from 1.15pm to 3.45pm. Full daycare is available from 9.15pm to 3.45pm where children bring their own packed lunch. There are currently 21 children in the early years range on roll. The nursery provides places for children aged three and four years in receipt of early years funding. There are four staff who work with children, including the manager who holds Early Years Professional Status. Two staff hold Montessori early years qualifications at level 4 and one staff member is unqualified and working towards an early years qualification. The nursery uses a Montessori approach to children's learning combined with learning through play.

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

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

- develop further opportunities for children to learn about and to use technology to help them to understand the world.

### Inspection judgements

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

Staff meet the needs of children well. They make clear links between the Montessori approach to learning and the required areas of learning in the Early Years Foundation Stage. Staff plan a wide range of exciting activities based on children's individual needs that challenge their learning and capture their interest. They observe children regularly and carry out precise assessments so that they identify highly appropriate next steps for learning. These are brought through to planning well. Staff provide a structured learning environment based on the Montessori approach which enables children to select resources according to their ability and choice. This results in children becoming independent learners. Staff provide some adult-led activities based on learning through play which adds further structure to children's learning. As a result, children make good progress.

Staff enable children to spend a morning session outdoors so that they explore outdoor learning opportunities. Children moved in a variety of different ways across a very spacious outdoor area. They ran steadily, climbed over fallen trees, and balanced on tree stumps. Staff encouraged the children to explore the natural environment as they played. For instance, children used their problem-solving skills by using wheelbarrows to gather and transport stones to fill small holes in the ground. Staff asked children to count the

number of stones in their wheel barrows which supports their counting skills well. Children used a tree arbour to create a den and imaginary stories; they practised their language skills and developed their imagination as they played. Staff enabled children to practise their throwing and catching skills using balls. They followed children's interests readily. For example, children decided to organise races around a tree and staff took part in this. Children learnt to take turns and to try their best as they race. This supports children's personal, social and emotional development. Although staff have a range of resources linked to technology, these are not readily available to children to use to increase their understanding of the world. Staff brought gutters into the garden and asked the children to create their own ramps. Staff showed children a selection of balls and asked them to comment on the different sizes. This led to children using mathematical language, such as 'bigger, biggest, smaller, and smallest'. Children took turns and cooperated with each other as they rolled balls down the gutter. Staff extended their learning by setting challenges, such as rolling the ball to different points in the garden. Staff teach children about how things grow and where food comes from by planting herbs and vegetables. This supports children's understanding of the world.

Staff work well with parents. They talk to parents daily to exchange information on children's progress and well-being. Staff invite parents to meetings to discuss their children's progress and to review their learning journals. Staff provide parents with good opportunities to contribute to children's learning by suggesting home activities covering different areas of learning. They carry out progress checks for children aged two years and share written summaries with parents which helps to keep them informed.

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

Children are happy and settled in this warm, caring nursery. Staff know children well because they find out about their personalities and skills when they first arrive. Staff use this information to provide activities that children enjoy and this helps children to settle well. Staff provide highly suitable and easy to follow routines which meets children's needs and helps children to feel secure. The nursery is organised effectively, generally well resourced, bright and welcoming. This supports children's well-being.

Staff have clear expectations of children's behaviour which they share with them and expectations are reinforced in displayed pictures. The staff use praise to encourage children to behave in positive ways and, as a result, children behave well. Staff teach children about cultural diversity by exploring the children's different backgrounds and celebrating special events, such as Diwali.

Children behave in safe ways. Staff taught the children how to handle stones in the stone tray outdoors by modelling how to carry them and discussed the dangers of throwing stones. Children walk up the stairs safely by holding on to a low handrail.

Children display strong independence skills. They put on their indoor shoes when they arrive at the nursery and put on their outer clothing when outdoors. Staff offer younger children assistance, as needed. Children use the bathroom independently to wash their

hands at appropriate times. Staff change children's nappies in cosy, clean areas which helps to prevent cross infection. Children learn to take responsibility for small tasks, such as preparing for snack times; they fetch their own plates and cups, and select healthy snacks from a selection of fruit. Staff help to ensure that children eat suitable food by catering for special dietary needs. Children pour drinks themselves skilfully. Staff teach children healthy habits by enabling them to take daily physical exercise in the spacious outdoor area.

Staff provide effective support to children who move to school. Local teachers visit the nursery to get to know children and to find out about their needs. Children spend time in new group rooms to get used to staff and new routines before moving groups at the nursery. This helps children to settle readily, supporting their emotional well-being.

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

Staff prioritise children's safety. Half of the staff team are qualified in paediatric first aid and they are deployed well throughout the nursery. This enables staff to respond readily in the event of an accident emergency. Management checks all staff thoroughly to assess suitability for their roles and this protects children further. The premises are secure and a visitors' book is used, along with staff preventing intruder access to keep children safe. Staff carry out regular fire drills so that children know how to respond in an emergency and this helps to keep children safe. Children are protected further because staff carry out risk assessments covering all aspects of the nursery. Staff have received safeguarding training and know procedures to follow should they be concerned about a child's welfare. Management has good understanding of its role in relation to the requirements of the Early Years Foundation Stage framework.

The management team plans with staff and regularly checks children's learning journals. This provides an effective way to check the quality of planning and children's assessments. Management has direct insight into the quality of staff practice because the manager works in the group room with staff. Consequently, monitoring of the nursery is good. Staff track the progress of children well and this helps to identify children operating below expected levels so that suitable support is offered to help each child make progress.

Staff frequently discuss any nursery matters with each other because they are part of a small team and this enables staff to support each other. Management supervises staff regularly to review their progress and this provides further support and helps to identify training needs. For example, staff attended a course on different ways to support children's learning in the outdoor area which led to interesting use of gutters as ramps.

Staff work in effective partnership with others to support children's care and learning. They have good links with the local authority who provides advice and support on early years matters. Staff work well with parents by keeping them informed of their child's progress. They provide good opportunities for parents to take part in their child's learning. Staff work well with local schools to support children who move to school.

Management has a clear idea of areas of the nursery to improve because it reflects on and evaluates the provision. For instance, management plans to provide further opportunities for children to develop their imaginative skills in role play. The nursery has met previous recommendations, such as improved planning which now covers six areas of learning and meets children's needs well. The nursery operates successfully and has good ability to maintain this in the future to support good outcomes for children.

### **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. 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

<b>Unique reference number</b>	144049
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	843137
<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>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Rosalind Bowles
<b>Date of previous inspection</b>	22/05/2012
<b>Telephone number</b>	0207-498-8324

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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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Piccadilly Gate  
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