

Inspection date	13/08/2014
Previous inspection date	29/10/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Good team work and communication among staff enable children's individual interests to be supported.
- Staff are good role models; they talk to children with respect and respond to children's curiosity, leading to effective language skills.
- Children choose whether to play indoors or in the garden, which provides opportunities for children to explore areas that interest them.
- Partnerships with parents are strong.

It is not yet good because

- Management does not have a sufficiently secure understanding of the safeguarding procedures to follow if an allegation is made against a member of staff, to keep children safe.
- Safeguarding policies are not in line with the guidance and procedures of the Local Safeguarding Children Board.
- Risks identified in risk assessments are not always dealt with to protect children from harm.
- The timing of daily routines does not fully take account of children's individual needs.

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 spoke with parents and took their views into account.
- The inspector held discussions with the manager throughout the inspection.
- The inspector observed activities in the playroom and the outside area.
- The inspector viewed children's development records.
- The inspector invited the manager to carry out a joint observation.

Inspector

Petra Myatt

Full report

Information about the setting

Willow Park Montessori Baby Unit was registered in 2009. The unit operates from a specially designed extension on the side of a detached, residential house in the Eltham area of the London Borough of Greenwich. Children have access to a secure outside play area. The setting is not in receipt of funding for the provision of free early education to children. The unit only cares for children under two years. The unit is registered on the Early Years Register and is open from 8am until 6pm every day for 48 weeks per year. The unit is registered to care for nine children under two years and there are currently 10 children on roll, some of whom attend part-time. The setting supports children who speak English as an additional language. There are three members of staff who work full-time in the unit, and one cook. The manager holds a BTEC Level 3 Certificate and a Montessori teaching qualification. They are supported by staff from the unit's main site where necessary.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff know the procedures to follow when an allegation is made against a member of staff
- ensure the safeguarding policy is in line with the guidance and procedures of the Local Safeguarding Children Board
- ensure risks identified in risk assessments are dealt with promptly to protect children from harm.

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

- review daily routines for older children, to help prepare them for moving to the next stage in their education.

Inspection judgements

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

Staff provide a welcoming environment for young children as they arrive at nursery. Children separate easily from their parents and play happily as they move freely between the garden and indoors. Staff arrange the environment to encourage children to choose

where to explore and what to play with, at their own pace, and they deploy themselves well to supervise children and to support their play. The room is bright, clean and welcoming to children. The toys are plentiful and presented well to invite children to explore.

Staff support babies' and toddlers' communication skills and imagination as they sing songs to babies as they play and provide a running commentary about what they are doing. They also emphasise single words for children to imitate. For example, when the children are playing in the water, staff say, 'Splash, splash, splash' and children laugh and copy 'splash'. As a result, children have a good range of vocabulary considering their age. Children who are learning English as an additional language make sound progress. Staff use everyday words in children's home language to help them to feel more secure in a new environment. Toys and posters display a positive image of a variety of cultures such as posters and photographs of people from around the world, dolls and puzzles. This helps children to understand, and value, diversity.

Staff take everyday opportunities to develop children's early literacy and mathematical skills. For example, they encourage children to count shoes as they put them on, how many blueberries are on their plate for pudding, and how many things they can see on the page of a picture book. Children are developing a love of books as they snuggle into carers as stories are read to them. Staff support children's social development as they use the children's names in conversation, which helps children to recognise each other and establish friendships.

Staff plan good opportunities for babies to explore through using their senses. For example, children learn about differing textures as they explore natural materials, such as dough, sand and water, with their hands, and staff encourage them to notice scents, such as mint. The garden is very secure and secluded with a combination of grass and paved area where toddlers develop large muscle skills as they climb and slide, and push and steer wheeled toys. Children practise fine coordination as they enjoy manipulating play dough using one-handed tools skilfully to cut squares and make worms.

Staff gather information about children's stage of learning and development when they start at the nursery. This means that staff know children's starting points and can meet their needs effectively from the beginning. Staff plan next steps in learning and development for children effectively. They discuss children throughout the day, making suggestions for activities that the children may like or will support learning and development. For example, when a crawling child particularly enjoys water play, the staff make suggestions about how to vary the water play for the child's enjoyment, and they make plans to take children's learning and development further.

Clear information in children's development folders shows that children are making progress from their starting points in the Early Years Foundation Stage. Staff share these records of children's learning and development with parents frequently. This helps to foster good partnerships with parents. They are aware of how their children are progressing so they are able to further support their children at home, which promotes children's learning and development well. Staff also provide information for parents to help them support children's learning at home. For example, they provide information leaflets

on the importance of language in play.

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

The children play in a calm atmosphere, which contributes to their well-being. Children have positive relationships with staff and play happily with their friends. The key person works with parents to help children settle and become familiar with their surroundings. Children part from their parents with confidence, which shows that the children have secure attachments with staff and feel safe. This allows the children to fully absorb learning from the environment.

Children enjoy nutritious, healthy meals which are prepared and cooked on the premises each day by the nursery cook. Staff provide breakfast for children as they arrive. Children sit in highchairs or at a table according to their abilities and staff support them to develop independence skills by encouraging them to feed themselves. Staff sit with the children and talk to them as they eat, which encourages children's language development and promotes meal times as social occasions. Menus are available for parents to see what children will be having for lunch. Fresh drinking water is available throughout the session so that children do not get thirsty.

The timing of the lunchtime meal meets the needs of younger babies. However, it does not fully support older children to prepare for the move to the sister nursery, for children over two-years-old, where the timing of lunch is later. Children who are moving on have visited their new nursery and met with their new key person in preparation.

Staff routinely observe good hygiene practices to protect children's health. For example, the nappy-changing area is clean with nappies and individual pots of cream, each labelled with children's names, showing good practice against cross infection. Gloves and aprons are worn for each nappy change. Highchairs, tables and floors are cleaned before and after each meal, and staff use wipes to clean children's hands before and after eating. However, staff miss opportunities to allow older children to become independent with hand washing by supporting them to do this for themselves. Staff protect children from the sun; they make sure that children wear sun hats and they apply sun cream. Blankets placed under a gazebo provide shade from the sun for young babies to sit and enjoy puzzles.

Staff are good role models. They treat children with kindness and respect and children reciprocate, following their good example. Staff are active in reminding children of rules and boundaries to protect themselves and others. As a result, children's behaviour is good. Routines and expectations are consistent and, as a result, children learn some self-help skills. For example, older children remind younger ones that they need an apron on to play in the water. Staff also teach children to follow good hygiene practices. For example when children return to the main room from the garden, staff gently remind and support them to leave their shoes by the door. Parents' wishes for their child's care routines are respected. For example, a baby is rocked to sleep as he would be at home, providing continuity of care for these very young children.

The manager uses regular risk assessments to keep the environment safe for children. The system is not sufficiently robust however. Although a risk of a door with a low handle was identified, action to remove this risk was not taken to minimize or eliminate this risk effectively. An action has been raised to ensure the provider addresses this hazard. Children have good opportunities to learn about safety; for example, they participate in regular fire evacuation drills. This helps them to understand what to do if they need to leave the building quickly.

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

The nursery has suitable recruitment and induction programmes for new staff to ensure they are suitable to work with children and have the relevant qualifications. New staff are swiftly placed on safeguarding courses and first-aid training to ensure staff can take appropriate action should an accident happen. Systems to record accidents and medication are effective and shared correctly with parents. The manager uses regular risk assessments to keep the environment safe for children. The system is not sufficiently robust however to minimize or eliminate all risks effectively.

Staff have secure knowledge of the possible signs of abuse and procedures to follow should they have concern about a child in their care. However, management is not fully aware of the steps to take in the event of an allegation against a member of staff, and the safeguarding policy written by the provider details incorrect procedures to follow in this instance to protect children from harm. Two actions are raised to correct this matter.

The manager motivates her team to deliver appropriate care for children under two years old. New staff are gradually introduced to the Early Years Foundation Stage which enables all staff to understand the learning and development requirements. The manager monitors staff practice through daily observations and regular appraisals. This helps staff to discuss any concerns they may have about children in their care or their own professional development. The manager encourages staff to attend training opportunities that she feels will benefit them.

Staff demonstrate a positive attitude towards working with parents, which supports a shared approach to children's care and learning. Parents speak very highly about the nurturing environment and the support that children and they themselves, receive from staff. They comment, for example, that the nursery is, '?.amazing, with a community feel.'

Management has effective procedures for evaluating the effectiveness of the educational programmes and the environment. Staff contribute to the process, and the views of parents are taken into account. This enables the manager to identify areas for improvement. For example, the manager has recently developed the garden area to incorporate shade to protect the children from the sun and has added aromatic herbs, such as mint, to a growing area to stimulate children's senses. In addition, as a result of parents' suggestions, staff are taking the children to the park on a more regular basis.

This demonstrates a commitment to drive improvement.

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	EY387065
Local authority	Greenwich
Inspection number	815876
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 2
Total number of places	9
Number of children on roll	10
Name of provider	
Date of previous inspection	29/10/2009
Telephone number	

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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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