

# Great Learners Montessori Nursery

The Greek Orthodox Cathedral of the Holy Cross and St Michael, The Riding, London, NW11 8HL

<b>Inspection date</b>	26/11/2014
Previous inspection date	09/10/2008

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

- Children's emotional well-being is promoted well, because staff respond effectively to children's needs. The well-developed key-person system results in strong attachments between children and adults.
- Children have fun playing with a wide range of interesting resources in a stimulating environment.
- The management team is committed to developing a strong staff team and provide staff with training opportunities that enhance outcomes for children. All staff contribute to the development of the setting.
- Partnerships with parents are good. Parents and staff work together effectively to benefit children's learning.

### It is not yet outstanding because

- Occasionally, staff do not ask questions effectively to further develop children's communication and language abilities.
- Staff do not take all opportunities to encourage children to solve problems. Therefore, they do not fully extend children's mathematical skills at such 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 activities in the three playrooms and the outside learning environment.
- The inspector and the manager completed a joint observation of the pre-school children in the garden.
- The inspector held meetings with the manager and the owner.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Deborah Found-Bloodworth

## Full report

### Information about the setting

Great Learners Montessori Nursery is one of three privately owned nurseries. It is located in Golders Green, in the London Borough of Barnet. The nursery occupies three rooms on the second floor of the building. There is an enclosed area on the ground floor available for outside play. Opening times are from 8am to 6pm, each weekday, for 48 weeks of the year. Access to the nursery is via stairs. The provider is registered on the Early Years Register, and the compulsory and voluntary parts of the Child Care Register. Currently there are 47 children on roll in the early years age range. The staff currently care for 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 three and four years. The provider employs 11 members of staff, including the supernumerary manager, all of whom hold appropriate early years qualifications. The staff promote children's learning through the Montessori approach to early education.

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

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

- strengthen questioning skills to build on children's learning, and to encourage them to think and respond more frequently
- give children more opportunities to use their thinking skills to come up with solutions, in order to enhance their mathematical development.

### Inspection judgements

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

The quality of teaching in the setting is good. Staff have a well-developed understanding of how children learn. Consequently, they plan fun and exciting activities to promote children's development across all areas of learning. For example, staff prepared shredded paper for the children to explore. When the children commented that the shredded paper was like snow, staff extended their learning effectively by encouraging the children to sing a song about the snow. The children joined in with enthusiasm, showing that this had been a positive and effective learning experience. Children have opportunities to play outside and explore the natural world around them. While digging in the mud, staff and children talked about how the vegetable plants have changed since they picked the vegetables. As a result, children are effectively learning about the world around them.

Staff provide a stimulating and well-resourced environment. Children can locate resources easily because these are well organised at children's height. For example, adults share

stories with the children, who can easily find props to add to the storylines. Therefore, children become engrossed, because staff are enthusiastic and children are able to make choices that promote their own learning. Staff help children make effective links in their learning. For example, while the children enjoyed rice for their lunch, they began to chat about how they can use chop sticks to eat rice. Staff related the conversation back to a story about chop sticks that they had shared earlier, and asked questions about Japan. Children responded with enthusiasm and answered the questions successfully. Therefore, their earlier learning experience was positive and effective. Children chat confidently to each other, staff and visitors. However, sometimes staff use questioning techniques that do not promote children's communication and language development as well as at other times. For example, they ask questions that require only one word responses, instead of questions that encourage the children to think more about their answers. Staff sing songs with children, including some in children's home languages. This helps to promote children's language abilities through fun activities that they enjoy. Children enjoy a good balance of adult-led and child-led activities. Staff plan activities, such as ball games in the garden, that the children find fun and challenging. However, at times staff do not take opportunities to extend mathematical concepts when playing games with the children. As a result, they miss chances to encourage children to practise their counting skills and work out simple sums.

Staff complete a learning journal for each child, which includes observations, assessments, termly reports, and the progress check for children aged between two and three years. Every week one child is the focus child, and parents meet with staff to contribute to their child's learning plan and assessments. Children's files are available to parents at all times, and parents also receive a weekly summary. Therefore, parents are well informed about their child's development. As a result of this shared approach to learning, children are making good progress and developing the skills they need for their future education.

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

Staff are thoughtful and caring when settling new children into the nursery. For example, key persons meet with parents prior to children starting at the nursery, to talk about their child's starting points, likes and dislikes. Consequently, staff know how to comfort new children effectively, which helps them to feel safe and secure. The key-person system is well embedded. Children attending all day are matched with full-time members of staff, so their key person is always available while they are there. Key persons interact consistently with their new key children. As a result, children develop secure attachments and their emotional well-being is promoted effectively.

Children are confident about the daily routines, which are illustrated on a visual timetable. Pictures of the children doing different activities help the children know what is going to happen next. Staff use a musical instrument to remind the children that it is time to change activities. For example, this is effective when staff want the children to prepare for circle time. Because children understand what is going to happen next, their behaviour is good and they are ready to learn.

Staff promote children's awareness of adopting healthy lifestyles well, as children share healthy meals and snacks. Older children pour their own water, and scrape their plates. As a result, they are beginning to learn self-help skills that prepare them for school. Children and staff have conversations as they sit down together to share food in a relaxed and calm environment. Children are encouraged to wash their hands before meals, maintaining good systems of hygiene. All children go outside every day and enjoy fresh air and exercise. Children have opportunities to practise their coordination and balancing skills. For example, babies use walkers outside to practise walking, while older children crawl carefully across the small climbing frame.

Staff show good commitment to children's safety and well-being. The provider has an effective security system, which requires visitors to ring the bell and show their identification before staff accompany them in. Staff remind children to walk indoors as children move confidently around the setting. Children hold adults hands and the hand rails, as they go up and down stairs calmly and carefully. Consequently, children are learning how to manage their safety in a range of situations. Staff further protect children's safety through good supervision outdoors and indoors.

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

The management team and staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage, and how to meet them. Safeguarding procedures are robust. Staff have a good awareness of their roles and responsibilities in protecting children, and know the procedures for reporting any concerns. The management team has a suitable policy to maintain children's confidentiality. Staff are not allowed mobile phones in the building. The provider's website does not contain pictures of the children who attend, and information for parents is only accessible through a members' area. Most of the staff have current first-aid training, which means that a trained first aider is readily available. Therefore, any accidents or injuries can be dealt with quickly. Effective procedures are in place to recruit new staff. Applicants are appropriately vetted and their suitability is thoroughly checked. New employees receive a comprehensive induction to learn about the policies and procedures of the nursery, including safeguarding policies.

The management team has a good understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, they promote positive learning opportunities across all areas of learning. The manager knows the children well, and is knowledgeable about their stages of learning and development. Consequently, she is able to work with staff to support children's learning effectively. The manager meets with staff regularly to discuss their professional development. The well-trained staff team has a positive effect on the outcomes for all children.

The management team, staff and parents contribute to the self-evaluation process. As a result, the comprehensive action plan drives improvement, to improve outcomes for the children. Staff work with external agencies and use local resources, such as the library, to

promote children's learning and help them identify with the local community. Staff have a good relationship with staff at the local children's centre and encourage parents to use the support available. The staff have strong relationships with parents. Parents come to the nursery to share their skills and expertise. For example, some parents come and sing songs with the children, while others teach the children about their cultures. Parents say that their children are happy at the nursery and that they like the approach the staff take with their 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>	EY360232
<b>Local authority</b>	Barnet
<b>Inspection number</b>	828774
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Neera Jhunjhunwala
<b>Date of previous inspection</b>	09/10/2008
<b>Telephone number</b>	020 84558511

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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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