

Maria Montessori - Wimbledon

St John's Church Hall, Spencer Hill, London, SW19 4PA

Inspection date	14/01/2015
Previous inspection date	18/09/2009

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		1
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

- Overall, children take part in a good range of activities and experiences. As a result, they make good progress in their learning in relation to their age, starting points and capabilities.
- Children of all ages show good levels of confidence, concentration, and independence, and are motivated to learn.
- Children with special educational needs and/or disabilities are welcomed into the setting. Staff work well with parents and outside agencies to ensure these children receive the support they need to enable them to reach their full potential.
- There are excellent systems in place that encourage the two-way sharing of information relating to children's care and learning to keep parents updated and informed.
- The leadership and management of the setting are strong. The provider, manager and staff have a clear vision of how they wish to enhance their already strong practice and all members of staff are involved in the self-evaluation process to provide consistency.

It is not yet outstanding because

- Staff do not provide an extensive range of resources and activities in the outdoor areas to enhance the opportunities for children's all-round learning.

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 all rooms, spoke to the staff, observed staff in their roles, and viewed the outdoor play areas.
- The inspector spoke to a number of staff members to explore their knowledge of the setting's policies and procedures, and their role as a key person.
- The inspector met with a sample of parents to gather their views about the service they, and their children, receive.
- The inspector sampled a range of documentation, including children's learning records.
- The inspector completed a joint observation with the manager.

Inspector

Patricia Edward

Full report

Information about the setting

Maria Montessori-Wimbledon registered in 2006 and is owned by a limited company. It operates from St. John's Church Hall in Wimbledon, located in the London Borough of Merton. The nursery has an enclosed garden for outdoor play. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery has two therapy dogs which visit the premises daily to interact with children. The nursery opens each weekday from Monday to Friday 9.20am to 12.20pm offering addition sessions on Monday, Wednesday and Thursday until 3pm. The setting operates during term time only. The nursery employs 10 staff, eight of whom hold appropriate early years qualifications and two are working towards a qualification. There are currently 60 children on roll within the early years age range. The nursery is registered on the Early Years Register. It is in receipt of funding for free education sessions for children aged three and four.

What the setting needs to do to improve further

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

- enhance the use of the outside area to make it more stimulating and supportive for children's all-round learning and development.

Inspection judgements

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

The practitioners have a good understanding of the Early Years Foundation Stage which they effectively combine with their knowledge of the Montessori philosophy. As a result, they help children to make good progress. They use well-developed observation and assessment methods to clearly identify children's achievements and the individual next steps for each child. They follow this by completing comprehensive observations to monitor their progress. As a result of careful planning, children generally benefit from a wide range of activities that offer a good balance between child-initiated and adult-led experiences. Practitioners carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to identify areas where children may require support so that practitioners can take appropriate action and keep parents informed of their child's development.

Children take part in structured Montessori activities throughout the day. These effectively support children's listening skills and concentration to help them in readiness for school. Staff promote children's mathematical skills well. Children concentrate intently as they use bricks to build towers to correspond to the length of number rods. This encourages children to count and understand the value of each number. Children develop good hand-

eye coordination through various activities, such as emptying and filling containers using natural resources and small utensils. They have opportunities to learn how to use technology as they use tablet computers to take photographs. In spring and summer children have regular opportunities to plant and grow vegetables, herbs and fruit. This effectively supports their understanding of growth. However, the outdoor area does not offer the same extent of resources and activities as the inside learning environment. Consequently, children who learn best outside do not always have sufficient breadth of opportunities to learn through their play in the outdoor environment.

Practitioners work well with families whose children are learning English as an additional language. During the settling-in period, practitioners learn key words in the children's home language. Children are becoming skilled at speaking French. They have weekly opportunities to develop this language when a French teacher comes in to teach them words and songs in French. This helps children to recognise and develop respect for other languages. Children are developing a love of books and independently select them in the book area. They handle books with care, turning the pages carefully. Children enjoy story times and sit with practitioners who engage them by asking questions that encourage them to think. This encourages their listening and communication skills. Children have access to a range of materials to encourage their early writing skills. Older and more able children write their names with ease.

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

Children, including those who have just started, move around the setting happily. This is owing to the excellent and trusting relationship established with practitioners through the highly effective key-person system. Part of the excellent settling-in procedure consists of a home visit. Children then build up the number of sessions that they attend. Practitioners help children settle by responding sensitively to the needs of individual children, especially those children who speak English as an additional language. Practitioners are excellent role models who show children great affection and give them guidance. This effectively fosters children's self-esteem. Children's behavior is very good and they are aware of the setting's rules. For example, practitioners remind children to use walking feet when using the hallway. Practitioners frequently praise children's good behaviour. They position themselves well during activities to ensure that are able to provide one-to-one support and show interest in what children do and say. This helps all children, and particularly those with special educational needs and/or disabilities, to thrive.

Practitioners take very effective steps to help children learn about healthy lifestyles. At snack and lunchtimes, they sit with the children at the table to support them. They encourage good table manners and encourage children to become independent when eating. For example, children pour their own drinks and cut up the fresh fruit. This effectively enhances their growing independence. Practitioners work closely with parents to encourage them to provide healthy lunch box contents. Mealtimes are sociable occasions when children chat with friends. Staff foster children's physical development extremely well. Children have daily opportunities to play outside and obtain fresh air and exercise. They also enjoy taking part in weekly music and movement sessions to promote

their physical development. Children have excellent opportunities to learn about how to value others and differences. They celebrate a large variety of festivals throughout the year which include; Diwali, Eid, Chinese New Year, Hanukkah, Christmas and Thanksgiving. This gives them an excellent insight into many different cultures. Practitioners are proactive in helping children to learn about risks and keeping themselves safe. For example, they explain why it is important to hold trays with glass items carefully. Children also take part in regular fire drills, which ensures everyone knows what to do in an emergency. The setting is organised extremely well to allow children to have ample space to play. They have easy access to a wide variety of age-appropriate resources and practical life activities. This enhances children's opportunities to make choices and develop independence.

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

Leadership and management are effective. As a result, the setting runs smoothly to meet children's individual needs. The manager has a very clear and comprehensive understanding of her responsibilities to safeguard children. There are robust recruitment procedures to help ensure practitioners are appropriately vetted and suitable to work with children. Practitioners are familiar with child-protection procedures and know what steps to take if they have concerns about a child or another practitioner's conduct. All required documentation that supports the smooth day-to-day running of the nursery is in place. The environment is safe because practitioners carry out daily risk assessments of the premises, equipment and resources. This includes checking the garden is secure before use and conducting head counts when entering and leaving the outdoor area. Practitioners are aware of the procedures to follow to administer medication and in the event of an accident. These procedures promote the well-being of children in the nursery. A number of practitioners have attended paediatric first-aid training, to enable them to treat children safely in the case of minor accidents.

There are robust systems in place to monitor the quality of the educational programme and the observations and assessments of individual children. The management team organises regular meetings to ensure this is done. This ensures practitioners successfully track children's progress in all areas and share information with parents on a daily basis to provide continuity in the care and learning for children. Practitioners are encouraged to continually reflect on their practice and that of each other to enhance their skills further. There are also regular opportunities for practitioners to attend training during their employment. This helps to develop their practice. The management team uses effective systems for appraisals and supervision to monitor practitioner's performance. The management team has implemented effective systems for self-assessment and has a good awareness of the strengths and areas for development. This supports the continuous improvement of the setting.

There are excellent partnerships with parents and other professionals, including those who support children with special educational needs and/or disabilities. During the inspection a number of parents shared positive feedback about the nursery. Parents are invited to

meetings throughout the year, which keep them up to date on their children's progress. They are also provided with further information relating to children's learning and welfare through a newly-implemented, confidential electronic system. This effectively contributes to a continual two-way flow of information.

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	EY317701
Local authority	Merton
Inspection number	847539
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	43
Number of children on roll	60
Name of provider	The Maria Montessori Children's House Wimbledon Ltd
Date of previous inspection	18/09/2009
Telephone number	020 8971 9135

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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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M1 2WD

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