

Oakfield Montessori Day Nursery

27 Heath Park Road, Gidea Park, Romford, Essex, RM2 5UB



Inspection date	19 March 2018
Previous inspection date	20 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's well-being is central to all aspects of the provision. Staff show they value children's feelings, experiences and views. Children know their thoughts are important and exhibit high self-esteem and confidence.
- Children behave in a warm and kind manner towards each other. They are caring, share resources readily and help each other to play to achieve shared goals. Children are eager to learn, to help staff and to take part in the daily routines of the nursery, such as helping to set the table.
- The manager is committed to the ongoing development of the nursery. She continually looks at ways to improve the provision. She seeks feedback from parents and carers as well as staff who support her in implementing new ideas to continuously improve.
- Staff work in partnership with parents. They keep parents informed about children's progress and encourage families to share photographs and experiences from home.
- Staff skilfully follow and extend children's interests as they play. They enrich their learning and add resources and introduce new vocabulary for children to hear and repeat.

It is not yet outstanding because:

- The current system for managing and developing the performance of staff does not yet focus enough on raising the quality of teaching to the highest possible level.
- Staff gather detailed information from parents about children's care needs at enrolment, but do not yet also obtain precise information from parents about their child's learning to help them to make the best possible progress.

What the setting needs to do to improve further

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

- strengthen the system of monitoring and developing staff's practice to help to raise the quality of teaching to outstanding
- extend the level of information gathered from parents to include what children can already do to help staff to plan more precisely for children's progress from the outset.

Inspection activities

- The inspector observed teaching and learning indoors and outside.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector took into account the views of parents from conversations during the inspection and written feedback.
- The inspector reviewed a range of documentation, including children's assessment records, evidence of the checks on the suitability of staff, and a selection of the nursery's policies and procedures.

Inspector

Kate Oakley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of how to respond to any concerns they have about children's welfare. They are aware of the signs that a child may be at risk of harm and situations which may pose a risk to children. The ongoing suitability of staff is regularly checked and robust recruitment procedures are embedded in practice. Staff are good role models for children. They exhibit warm and polite interactions with each other. The manager and her team reflect on the provision regularly and identify areas to improve and new ideas to implement. The staff team has recently visited a local outstanding setting to gain ideas about effective outdoor play, which has influenced the way the team resources and staffs the outdoor area.

Quality of teaching, learning and assessment is good

Staff are skilled at using an 'in the moment' style of planning to organise activities using children's interests and observations of their play. For example, children show an interest in icicles and are supported to explore the effects of temperature on ice and snow. Parents and carers contribute via an online portal to the accurate assessments of children's learning completed by staff. Children readily use mathematics in their play. For example, they spontaneously count balls of play dough and talk about their favourite numbers. Children also learn about people and communities through sharing photographs of their families and join in with special activities, such as Chinese New Year celebrations.

Personal development, behaviour and welfare are outstanding

Children build strong attachments to staff. Parents comment on the effectiveness of settling-in sessions to support their children as well as the 'fantastically caring' staff. Children engage in activities for prolonged periods, given their age. Children are highly confident and independent, eager to explore their environment and show high levels of concentration. They are able to effectively negotiate and cooperate with each other during activities. For example, a small group of children independently share a rolling pin during play or work together to collect snow to make a snowman shape. Children's choices are valued and respected. For example, staff organise care routines around children's engagement in activities so they are not interrupted unnecessarily. Children are exceptionally well prepared emotionally for the transition to school.

Outcomes for children are good

Children make good progress, with some making better than typical progress in personal, social and emotional development. Children access a wide range of experiences in the indoor and outdoor environments. Children readily approach staff to support their learning, for example, asking for help to find their name so they can label their pictures or requesting the camera to take a photograph of a model they have made. Staff are skilled in identifying gaps in children's learning, then work together with parents to address these and ensure children make continued good progress in all areas. Children are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	118622
Local authority	Havering
Inspection number	1126722
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	59
Name of registered person	Kerrie Malandreniotis
Registered person unique reference number	RP511689
Date of previous inspection	20 July 2015
Telephone number	01708 438180

Oakfield Montessori Day Nursery registered in 1991. The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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