

# Little Fingers Montessori Nursery

## 2

208 Barry Road, LONDON, SE22 0JS

### Inspection date

05/06/2013

Previous inspection date

Not Applicable

### The quality and standards of the early years provision

#### This inspection:

3

Previous inspection:

Not Applicable

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 is satisfactory

- Staff sensitively settle children into the nursery. Consequently, children build strong bonds with their key person, which effectively promote their emotional well-being.
- Babies and children explore freely in a safe environment, making choices and demonstrate positive behaviour.
- Children's independence is encouraged through practical activities and the daily routines.
- Staff skilfully help children to extend their vocabulary. Children, therefore, develop the language and communication skills, which support their future learning.

#### It is not yet good because

- Staff do not use observational assessments to fully inform planning or provide opportunities to enable parents to be more involved in children's learning.
- There is a lack of displays in the learning environment to provide a more stimulating learning environment.
- The environment lacks print to further promote children's developing literacy skills.
- Older children have few opportunities to use technology resources in their play.

## 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 children's play and staff interaction, indoors and outside.
- The inspector talked to staff about their roles and responsibilities.
- The inspector examined documentation including a representative sample of children's records, learning journals, staff suitability records, policies, and procedures.
- The inspector held discussions with the registered provider and the manager.

## Inspector

Pamela Bailey

## **Full Report**

### **Information about the setting**

Little Fingers Montessori Nursery 2 registered in 2012 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries run by an individual provider. The nursery operates from a converted house in a residential part of Dulwich, within the London Borough of Southwark. Children are accommodated over two floors, with the baby unit on the ground floor and three rooms for children aged two years and older on the first floor. There is a secure garden for outdoor play. The nursery is open each weekday from 8am to 6.30pm for 50 weeks of the year. There are currently 10 children aged from eight months to under five years on roll, some in part-time places. The nursery cares for children who are learning English as an additional language. A total of four staff work with the children, of whom two, including the manager hold relevant National Vocational Qualifications at level 3 and one staff holds a similar qualification at level 2. The nursery operates in line with the Montessori philosophy.

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

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

- use observational assessments to inform planning to offer more personalised learning opportunities for children in line with their next steps of learning; and seek to engage and support parents in guiding their child's development at home.
- improve the educational programme for understanding the world by providing opportunities for older children to explore technology.

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

- extend the visual displays in the learning environment, for example, by using artwork, pictures, photographs and children's work that remind children of what they have experienced and what is important to them
- create an environment rich in print to enable children to learn that words carry meaning.

## Inspection judgements

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

Staff talk to parents and ask them to fill out an 'entry profile' form when the children first start to establish what children can do. Staff observe children's interests over a six-week period and use this as additional information to make a generalised summary of children's overall learning and development. Staff have begun to review some of the children's progress, particularly those aged between two and three years old. They are in the process of formulating a short written summary to share with parents. Overall, staff provide an adequate range of activities, materials and resources across the seven areas of learning. These add to children's experiences and are link to their current stage of development. However, the planning is not linked to children's assessments and does not make it clear what children are expected to learn. As a result, planning is not systematic enough to guide all children's next steps in learning so that they make the best possible progress.

Staff make the most of chances in everyday situations to engage children in conversation and support their communication and language development. This helps to ensure that children are developing the speech and language skills needed for their next stage in learning. Staff tune in to the different messages babies are trying to convey through sounds, words and by their actions. For example, staff use talk to describe what the individual child is doing and label objects. This helps babies begin to link words to meaning, and develop their vocabulary and language structure. Children participate in singing sessions and babies move their body and make sounds to the familiar tunes and sounds that they hear. Children listen attentively to stories read by staff. The staff pause at intervals so that children can join in using familiar phrases. Staff question children encouraging them to think and solve problems for themselves. Those that are more able confidently anticipate the key events in the story and their interpretation of why things happen. Children enjoy looking at books and handle them carefully. However, staff do not create an environment rich in print so that children can learn begin to recognise familiar words and signs. For example, staff do not label the areas used to store children's belongings such as the coat pegs to enable children to begin to recognise their names. In addition to this, resources are not labelled with pictures and text or display words and signs to help children learn that words carry meaning. Children learn about living things, how they need to be cared for and change over time. For example, children plant their own vegetables, such as runner beans and record their findings through still life drawings. Staff encourage older children to write their name on their work. This helps children to begin to ascribe meaning to the marks they make as they draw and write.

Children clearly enjoy learning through play and are interested in a broad range of activities. Staff extend children's sensory experiences through the provision of materials and activities that enable children to explore different textures, such as paint, dough, water and sand. Older children engage in role-play that represents their experiences and imaginative ideas. They use the available resources to create props to support role-play and act out their own ideas. For example, the children decide that they are going on a picnic. They use the stationary car to pretend to travel to their destination. When they

'arrive' they work together to agree a suitable place to lay out the picnic basket and tea set. Staff help babies to balance blocks to build a small tower and post objects into containers. Older children learn to problem solve through completing puzzles. They are able to sort cubes into groups according to the colour and demonstrate their understanding of numbers by counting a string of cubes confidently.

Babies receive appropriate support to learn to control their own body gaining physical skills appropriate to their stage of development. They crawl around in a child friendly environment developing their own preferences and making choices for themselves. Babies begin to learn new skills. They practise walking around by holding on to furniture or with one hand held by staff. Staff provide some toys and low-level equipment to encourage very young children to handle objects and explore patterns of movement. For example, babies pull themselves up on climbing equipment with staff support to step up and come down the slide. In the outdoor area older children practise jumping, rolling and tumbling on the bouncy castle. Babies show an interest in toys with buttons and simple mechanisms developing an understanding of technology. They anticipate repeated sounds and sights as they learn to begin to operate them. For example, babies excitedly bounce up and down trying to manoeuvre around on sit and ride toys that play music. However, staff do not incorporate resources such as computers, camera or telephones into older children's play. Therefore, they have less opportunity to become familiar with and develop their skills using different technology equipment.

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

Children are settle and have formed positive relationships. The sensitive support of the staff promotes children's confidence and emotional well-being in new situations. Babies and young children have a secure bond with their key person and respond positively to the staff warm affection and gentle guidance. Children's behaviour demonstrates that they feel safe in the nursery. Babies use comfort objects from home and snuggle up to trusted adults, while older children play well alongside each other and seek out others to share experiences. Staff ensure that babies have regular contact with older children at different times throughout the day. This helps to prepare younger children for their eventual move into the older age group when appropriate.

The staff help children to learn to be independent and to develop their self-care skills from a very young age. Staff have well established routines so that the youngest of children in the nursery begin to learn about personal hygiene practices. The staff help babies to wash their hands before meals and explain the reasons for this. Older children are already competent at managing their own personal needs. Children develop healthy eating habits and learn about foods that are good for them. Children grow their own vegetables and benefit from healthy meals prepared on the premises. Children serve themselves at meal times, help themselves to drink of water throughout the day and choose whether to have milk or water at lunchtime. Staff lay out the toys for babies to explore and investigate their surroundings. Older children choose what they want to play with from the low-level shelves and put them away after use. This encourages children to initiate play and look after the resources. Staff increase children's understanding of other safety practices. For

example, children learn how to leave the premises quickly and safely in the event of an emergency.

The newly refurbished nursery environment is clean and well decorated. However, there are few pictures, examples of children's artwork and familiar photographs displayed. As a result, the environment is not used to its full potential to increase children's sense of belonging and remind children of what they have experienced or what is important to them. Children enjoy using the outdoor area and benefit from outdoor play sessions on a daily basis. This allows children to get plenty of fresh air and to extend their experiences outdoors.

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

Safeguarding procedures are secure and promote the children's welfare. An effective recruitment procedure help to ensure that people looking after children are suitable to fulfil the requirements of their role. The management team has introduced a suitable induction, training and professional development programme. This helps staff to reflect, monitor and improve the quality of care and education they offer to all children. Unqualified staff are working towards a professional childcare qualification.

All staff receive safeguarding training and knows what action to take if there is a concern about a child in their care. The named designated persons responsible for safeguarding children fully understand their role and responsibility to ensure the correct safeguarding procedures are followed in the event of a child protection issue. The premises are secure and there are effective procedures for the arrival and departure of the children. Suitable risk assessments and staff deployment contribute to children's safety indoors and outdoors. In addition to this, staff help children practise the emergency evacuation procedures on a regular basis.

Staff demonstrates a satisfactory understanding of how children learn and provide them with a generally varied educational programme. However, assessments of children's learning are not yet used to plan the next steps in children's learning and development. As a result, planning does not emerge from or focus enough on each child's individual learning needs. Staff have developing relationships with parents and provide verbal updates about their child's day. This helps to provide consistent care between home and nursery. An informative notice board displaying the policies and procedures are also used to share information with parents. However, staff do not share ways in which parents can support their children's learning at home. The designated Special Educational Needs Coordinator demonstrates a sound knowledge and understanding of supporting any children identified with additional needs and working with specialist agencies, should the need arise. All staff understand the benefits of working with other early years settings to provide continuity of care and learning.

Self-evaluation involves the management team, staff and the local authority early years consultant. It is based on appropriate levels of monitoring and analysis. Those in charge

demonstrate a sound commitment to drive improvement based on accurate reflection of the strengths and weaknesses of the provision. Management have drawn up a clear action plan to address key issues identified for improvement. For example, these include extending the equipment and resources to improve the educational programmes for physical development and understanding the world. In addition to this, staff intends to introduce a daily diary to improve communication with parents and have devised a parent questionnaire to gain parents' views and suggestions.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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>	EY453279
<b>Local authority</b>	Southwark
<b>Inspection number</b>	894661
<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>	28
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Parveen Beresford
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07971572346

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

