

Mount Park Montessori Nursery

Inspection report for early years provision

Unique reference number

EY308324

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07/05/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Mount Park Nursery is a privately run nursery which was registered in 1996. The nursery runs from a church hall in the London Borough of Ealing. Access to the premises is via a slope and a step. Children are based in two play rooms; they also have access to a large hall and secure enclosed outdoor play area. A maximum of 34 children may attend the nursery at any one time. The nursery is open five days a week between 09.00 and 15.30 term time only. Children attend on a part-time or full-time basis.

There are currently 39 children on roll, aged from two years to under five years. Of these, 20 children receive funding for education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery employs seven staff and four of the staff hold appropriate early years qualifications, and three staff are working towards a qualification. The setting is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Children are safe and secure on the premises. Children are busy and involved in the activities on offer and they are making satisfactory progress in their learning and development. Parents share their knowledge about their child to help staff to meet their needs within the nursery. The managers evaluate the work of the setting and recognise the importance of continuously developing the service to the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the organisation of snack times to meet individual children's needs
- improve the system for keeping a daily record of the names of the children looked after on the premises and their hours of attendance
- plan story and physical play times to meet all children's needs
- continue to develop the systems for planning, observing, assessing and evaluating children's progress in order to inform the next stage of their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- meet conditions of registration at all times. (Suitability of adults)

07/05/2009

The leadership and management of the early years provision

Overall, the leadership and management of the setting are satisfactory and staff work well as a team. The required policies and procedures are in place and shared with parents to promote the welfare of all children. The setting is registered to care for 34 children at any one time. However, during the inspection there were 39 children present. This means that the registered provider is in breach of conditions of registration. The system for keeping a daily record of children's hours of attendance is not accurate and this has an impact on their safety, for example, in the event of a fire. Staff are well deployed working directly with the children and possible risks are reduced through the risk assessment process. Children are safeguarded as there are clear recruitment procedures in place. Staff are aware of the procedure to follow if child protection concerns arise. There are suitable systems in place for monitoring and maintaining the quality of teaching and staff performance as managers observe and work alongside the staff. The key person system enables staff to build close relationships with the children and overall their care, welfare and learning needs are met.

Parents are actively involved and they are made to feel welcome. They are encouraged to make suggestions and comments about the nursery provision. Good communication systems are in place, such as newsletters, meetings to discuss children's progress and daily contact. Parents are involved in their children's learning, for example, they come in to the setting to tell children stories in their first language. Staff provide suggestions and ideas for parents to extend their children's learning at home. Parents state that they are very happy with the service provided.

The nursery has a sound capacity for further improvement because systems are in place for evaluating the service provided. This enables the setting to identify and prioritise areas for development. For example, developing clearer planning and assessment procedures to fully benefit the children.

The quality and standards of the early years provision

Staff have a sound knowledge and understanding of the early learning goals which is incorporated into the Montessori learning. Children are becoming independent from a young age as they choose from a wide range of Montessori resources. A well-balanced curriculum helps children to make sound progress in all areas of learning. Children happily participate in a range of activities that help them to become curious learners. Staff are deployed effectively which ensures children are supervised and engaging in meaningful play. They are helped to make sense of what they see, hear, smell and touch. For example, as they look at books, squeeze play dough, and explore sand and water. Children are developing self-esteem and are very proud of their achievements, such as paintings and drawings. They involve themselves in many problem solving activities as they count and sort objects, name colours and shapes, and fit puzzles together. Staff interact with children in a way which develops their language by asking open-ended questions. Children enjoy rhyming words in stories and songs which helps them to begin to

develop an awareness of phonics. They are learning about the world they live in, other people's cultures and beliefs as they participate in festival celebrations and activities. Children are generally well-behaved; they respond positively to consistent praise and encouragement by staff. However, there are times when children lose interest due to the lack of organisation of activities. For instance, during physical activities, large group story time and when queuing to wash their hands for snacks.

The special educational needs coordinator for the setting has attended relevant training. Staff have the knowledge and skills to identify concerns in relation to children's development. They meet the additional needs of children with learning difficulties and/or disabilities by liaising closely with parents and other professionals. Staff support children with English as an additional language by using picture card clues and by asking parents for words in their first language.

Children are encouraged to be physically active and to use the outdoor learning environment as much as possible. They are able to help themselves to fresh drinking water and are offered healthy snacks, such as fruits and vegetables. Parents are required to provide a packed lunch when their child attends all day. Children are learning to keep themselves safe as they sing songs about road safety and practise the fire drill. Children are protected from unnecessary illness as they do not attend if they are infectious or unwell in themselves. All staff hold a first aid certificate and as a result, children receive appropriate first aid treatment. Children are cared for by kind and caring staff. Consequently, they are happy and confident in their surroundings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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