



Mount Park Montessori Nursery

Inspection report for early years provision

Unique Reference Number EY308324
Inspection date 09 February 2006
Inspector Julie Biddle

Setting Address Methodist Church, Pitshanger Lane, London, Ealing, W5 1QP

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Registered person Kulvinder Jajh

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Mount Park Nursery opened in 2005. The nursery runs from a church hall in the London Borough of Ealing. Children are based in 2 rooms and also have access to a large hall and a safe secure garden area for outside play. A maximum of 34 children may attend at any one time. The nursery is open five days a week between 09.00 - 15.30, children can attend on a part time or full time basis. The nursery is open term time only.

There are currently 40 children on roll. Of these 20 receive funding for nursery education. The nursery employs 8 staff including the managers, most of the staff hold early years qualifications.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene through daily routines, which helps to prevent the spread of infection. Children understand the importance of washing their hands before meal times and after messy activities. Children explained to the inspector that we wash our hands and clean the tables to stop germs because germs can make tummies hurt. Children's health is well promoted due to the staff's relevant first aid training and implementation of effective hygiene procedures to minimise the risk of infection. For example, parents are always informed of illness in the setting. Effective procedures are in place for the recording of accidents and administered medicine.

Children are learning about the importance of a healthy diet and living through discussion and topics, such as harvest, teeth and care of our bodies. The snacks provided by the setting, are healthy and nutritious for example, fruit, milk and water. There are opportunities for children to independently access drinking water throughout the session. Staff are knowledgeable about the children's dietary needs and individual preferences. There are good facilities to store children's packed lunches.

Children are developing a positive attitude to physical exercise which is enjoyed on a daily basis. Children negotiate space and speed as they climb, slide, and ride bikes. Children are developing co ordination and listening skills as they take part in musical movement sessions. There are good opportunities for children to develop their fine motor skills as they cut, roll and spread glue.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, happy and secure environment in which children want to learn. Staff are vigilant in closely supervising the children and their activities. Good use is made of available space, enabling children to move around safely and with confidence. Low level and open shelving allows children to independently access a good range of developmentally appropriate resources, that are well maintained and safe. Children are developing a sense of protecting themselves, as they regularly practise fire drills, and staff talk to them about safety. For example, when walking in the corridor, taking care not to run thus preventing accidents. Security of the premises is good, which also helps to keep the children safe. For example, staff monitor children's arrival and departure, ensuring children cannot

leave unnoticed.

Children are well protected as staff have a sound knowledge of child protection issues and procedures to follow if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle well into the session and are very confident in the routine. Children have fun as they play enthusiastically with a range of toys and resources that are age appropriate and offer challenge. Warm relationships are evident between staff and children, interaction is of a good standard. Children's vocabulary is extended as staff ask questions that encourage them to think and talk. For example, the staff ask "What is the weather like today, how do we know"? Younger children are well supported in their play, as staff have a good understanding of their needs. Planning of routine and activities effectively support children's learning, although staff are considering further enhancing this by incorporating the Birth to three framework.

Staff offer support and encouragement to the children in order for them to try out new activities and develop their skills, as a result children feel confident and secure. Children really enjoy singing familiar songs and listening to stories with puppets. Children laugh and have fun as they play outside with bikes, prams and on a slide.

Nursery Education.

The quality of teaching and learning is good.

The children's individual progress is observed and information recorded is used to plan for the next steps in the children's development. Plans are devised by the manager using ideas and information from staff. Staff's understanding of the Foundation Stage enables them to provide activities that are stimulating and fun. Staff and children enjoy good relationships with each other, staff listen intently to the children and respond to their needs and choices.

Children have a positive attitude to learning and they spend extended periods concentrating on their chosen activities. Children thoroughly enjoy making marks and writing, for example making shopping lists in the home corner. Children are becoming confident speakers and are developing their vocabulary. They listen well to stories and enjoy reading to each other. Children are curious to explore different creative mediums as they stick, paint and draw. They are developing their fine motor skills as they manipulate paintbrushes, glue spreaders, scissors and puzzles. Mathematical skills are promoted as the children count to confidently to ten and beyond as part of daily routines. Children discuss colour, shape, and size routinely. They calculate as they sing familiar songs, such as ten fat sausages.

Children play well together, they are generally kind and considerate to each other as they share and take turns. Children have many opportunities to develop their knowledge and understanding of the world through discussion and topics. For example birds from around the world, seasons, weather. Children enjoy celebrating

festivals such as Easter, Eid, Diwali and Harvest. They learn about past and present events and explore their own and other cultures.

Helping children make a positive contribution

The provision is good.

The staff value and respect the children as individuals. They give them lots of praise and encouragement to enhance their self esteem and confidence. Children are learning about the world they live in, as they have access to resources and equipment that promote positive images of culture, ethnicity, gender and differing abilities. They learn for example, about festivals and traditions in their own and the wider community. This positive approach fosters children's spiritual, moral, social and cultural development. Children's individual needs are recorded and respected by all staff, meaning that their welfare is promoted.

Children are engaged in meaningful play, their behaviour is good. They are learning to distinguish between right and wrong, through example and positive encouragement. Children are kind and considerate to each other and really enjoy playing together. The emphasis on respect for others helps to create a harmonious atmosphere where children can feel confident, secure and happy.

Partnership with parents is good. Parents receive useful information about the setting and events in the area through newsletters and the use of a notice board. Although further detail of the foundation stage curriculum and plans would enhance parents knowledge. Parents are welcomed into the setting to share skills and to take part in activities. Daily exchange of information ensures parents are aware of their children's daily activities. Parents are invited to parents evening during the year to discuss and plan for their child's development.

Organisation

The organisation is good.

Staff have a good understanding of their roles and responsibilities within the setting. Staff deployment is good, thus ensuring all children are secure and engaged in activities. Children are happy and confident with each other and staff.

The leadership and management of the setting is good, however the managers do not give staff enough opportunities to take responsibility. Managers have a commitment to improvement and development of the staff and setting, by accessing training courses. Staff meet regularly to reflect, monitor and improve the quality of care and education provided. There is a robust recruitment procedure in place ensuring staff are suitable to work with and care for children. The welfare of the children is further safeguarded as all the required documents are maintained, however times of arrival and departure are not clearly recorded on a daily basis. Children benefit from the positive working relationship with parents and staff. All relevant information is shared with them.

The setting meets the needs of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure times of arrival and departure are recorded on a daily basis

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further enhance parents knowledge regarding the Foundation Stage Curriculum and daily plans

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