

Mount Park Montessori Nursery

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

Inspection date

19/09/2012

Previous inspection date

07/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 2

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

- Children show they are confident, happy and eager to learn
- Children's communication and language skills are given priority
- Partnership with parents is strong and this supports children's learning
- Children share secure relationships with staff who know their individual needs

It is not yet outstanding because

- Staff miss opportunities to enable children to further explore their interest in living things
- Children who already show good levels of decision making are not able to regularly organise the environment themselves

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The views of parents and carers spoken to on the day of the inspection were taken into account.
- The inspector sampled records and documentation relating to: children's progress and development; safeguarding; staff suitability; parent written feedback, questionnaire responses and the settings records relating to self-evaluation.
- The inspector spent time observing the outcomes for children, both inside and outside.
- The inspector completed a joint observation with the manager in the three to five year old room

Inspector

Deborah Orchard

Full Report

Information about the setting

Mount Park Montessori Nursery is privately owned. It opened in 1996 and was re-registered in 2001 due to change of premises. The nursery operates from a church hall in Pitstanger in Ealing in the London Borough of Ealing. Children have use of two main rooms and access to a large hall- All children share access to an enclosed outside area. Children attend on a full or part-time basis. There are currently 40 children within the

early year's age group on roll. The setting is open each weekday from 9:00am to 3:30pm term time only. The setting receives funding for the provision of free early education to children aged three and four years. The setting is registered on the Early Years Register. The setting supports children with special educational needs and/ or disability and also supports a number of children with English as an additional language. The nursery employs seven staff, including the manager. Of these, six hold appropriate early years qualifications at level two and above. The manager has Early years Professional Status and the deputy manager has an Early Years Professional qualification. The setting receives support from the Local authority and the Pre-School Learning Alliance. The nursery follows the Montessori educational philosophy. The nursery offers additional sessions in music and drama, which are provided by external agencies.

What the setting needs to do to improve further

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

- provide opportunities for children to organise and plan their environment
- provide opportunities for children to explore living things closely, such as, by using magnifying glasses

Inspection judgements

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

Children are confident and happy in the nursery. They spend their time fully engaging in a range of activities which support them in making good progress in all areas of their learning and development. Children are making good progress relative to their starting points. Children have good opportunities to make their own choices. They enjoy selecting construction toys and show good levels of concentration as they form their own creations. They are able to think critically as they dismantle their constructions and try again until they are satisfied with their results. They share positive relationships with other children, working cooperatively to fit together the train track pieces. They learn about size and position as staff extend their learning, asking probing questions to encourage them to think. Children are developing good language and communication skills as staff are skilled in extending children's vocabulary. Children who speak English as an additional language are supported well; staff have skills in other languages and use Makaton. They learn key words in children's home language to support children in being understood. Children with language delay are well supported and able to make good progress as staff work effectively with parents and other agencies, such as, speech therapists to support their progress.

Children are being well prepared for school, as staff support them to develop skills in

being able to write their own names. Staff help children to make links between the letters and sounds to support their understanding.

Each child has a key person. They have secure knowledge of the children's individual needs and understand how to promote their learning. They work closely with parents, to support each child's learning journey. This helps them to be able to quickly identify and address any gaps. Parents provide information about their children when they start and share information in discussions and observations. This demonstrates the good progress children are making in relation to their starting points.

Children are confident in the setting, they approach adult with ease and ask questions. They are encouraged to make choices and take responsibility within the setting, such as, helping serve at snack time and putting toys back. Although, not every opportunity is taken to extend children's skills further by enabling them to be involved in planning and organising their environment.

Children are developing an understanding of the world as they know how to operate the computer and electronic resources. Children make trips in the local community where they explore how things work, such as the lamps in the street. They learn about people as they discuss the role of the postal delivery worker during their journey. Children show an interest in living things. They excitedly point out spiders they see in the garden although do not always have opportunities to investigate these in detail.

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

Children share warm and trusting relationships with the staff who care for them. They are settled, happy and show a real sense of belonging in the nursery. Children are supported well by their key person in separating from their main carers. They have a settling in period to support this transition. Information regarding their needs is gathered and respected.

Children are being well prepared for their move to school. Staff talk to them about wearing uniforms and what things to expect when they go to school. Staff are positive role models and support children well in gaining a good understanding of acceptable behaviour. Children behave well as they understand these expectations, showing kindness and respect for each other. For example, the manager asks children to think about ways of sharing and why other children might be upset if you take something from them. This is helping children to learn about the impact of their actions and form friendships with each other.

There is a good range of resources in the nursery both indoors and outside, which supports children in all areas of their learning and development. These include a range of good quality Montessori teaching resources. Although, not every opportunity is taken to extend children's skills further by enabling them to be involved in planning and organising the environment themselves.

Staff monitor children's health and development by keeping records and documentation to support children's well-being. Children move between the indoors and outdoors areas, enjoying lots of fresh air. They learn about healthy foods as they dig carrots and onions in the soil trays outside and eat their healthy packed lunches. Children learn how to stay safe in the nursery. The staff gently point out when things may be dangerous and help children to think about safer ways to do things. For example, children have a lovely time playing imaginatively, they role play being fire fighters and pretending to climb a pole by holding on to the door. Staff gently remind them of the potential dangers of this and encourage them to consider other ways of role playing safely. Their learning is extended further regarding what to do in an emergency, through discussions and regularly practicing evacuation procedures.

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

Children's welfare is being protected as staff have a clear understanding of safeguarding issues. Information regarding the use of personal mobile phones and camera is on display as a reminder to all staff. There is a designated person in place for any child protection concerns. Suitable recruitment, vetting and on going assessment arrangements are carried out to assess the suitability of staff. Regular meetings are held to discuss planning, policies and procedures. This supports staff in being able to be informed of the requirements and continue to develop their skills in supporting children's learning and development. Staff have opportunities to attend relevant courses and participate in training within the nursery to review and extend their own practice.

The nursery uses a written self-evaluation to help drive further improvements within the nursery. They have made good progress since the last inspection, by addressing all recommendations made. These include, reorganising the arrangements at snack time to improve health and provide more opportunities for independence. The manager takes account the views of parent's staff and children to help identify and celebrate their key strengths. For example, reviewing questionnaires parents periodically complete they are able to recognise partnership working id effective. In addition, they recognise some areas for improvement and continue to work to improve their service. The nursery receives support from the Local Authority and Pre-school Learning Alliance; they act on feedback they receive, demonstrating their commitment to make improvements.

The nursery shares very positive relationships with parents and carers, who all speak highly of the service their children, receive. Written and verbal feedback describes the good progress their children make and how happy they are in the nursery. The nursery has good links with a range of external agencies who work with the nursery and parents to support children who need additional intervention.

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. 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

Unique reference number	EY308324
Local authority	Ealing
Inspection number	814954
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	40
Name of provider	Kulvinder Jajh
Date of previous inspection	07/05/2009
Telephone number	079466 24 370 mob

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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 that are usually their 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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