

Green Lawns Montessori

Inspection report for early years provision

Unique Reference Number	EY362539
Inspection date	10 July 2008
Inspector	Christine Bonnett

Setting Address	Kenton Sports Club, Kenton Park Road, Harrow, HA3 8UB
------------------------	---

Telephone number	07979 656675
E-mail	rupasualy@hotmail.com
Registered person	Roopa Sualy
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?

Green Lawns Montessori Nursery is owned by a private provider. It opened in 2007 and operates from the cricket pavilion in Kenton Sports Club, Kenton, in the London borough of Harrow. A maximum of 30 children may attend the nursery at any one time. It is open on Monday, Wednesday and Friday from 09:00 to 15:00 and on Tuesday and Thursday from 09:00 to 12:30 during term time. Children have access to outdoor play areas.

There are currently 30 children aged from two years to under five years on roll. Of these, 27 receive funding for nursery education. Children come from the local and wider community. The nursery currently supports children who speak English as an additional language.

The nursery employs six staff, of whom five hold appropriate early years qualifications, with the sixth staff member working towards a qualification. The nursery follows the Montessori teaching ethos.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Promoting children's health is given high priority in the nursery; for example, the pavilion is kept clean to enable children to play with no risk of contamination. Children learn the importance to their health of adopting good personal hygiene skills as they wash their hands at appropriate times of the day, and are able to explain that 'germs can make you ill'. Furthermore, staff hold current first aid certificates and have effective systems in place to manage any accidents that occur.

The nursery included the children's parents in a healthy eating project to ensure everyone works together to enable the children to understand which foods are beneficial for them and which to avoid. Parents supply their child's lunch if they stay for the afternoon session, and the nursery provides snacks for all the children. These take account of any individual dietary needs and include fresh fruit, raw vegetables and bread and butter. Although snack times are social occasions for the children as they sit with staff and talk together, their independence is not fully promoted. Fruit is prepared in the kitchen by staff and brought to the table ready-sliced, therefore children do not experience peeling or cutting it for themselves.

Children's health is further promoted as they enjoy regular opportunities for physical exercise. Musical movement sessions help to energise them at the beginning of each day, and weekly gym sessions also encourage children to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is safeguarded as staff have a good understanding of child protection matters. They are aware of the signs that may indicate a child is being abused, and the procedures to follow to report such concerns.

Children's safety is important to the staff. Systems are in place to ensure that no one can enter or leave the pavilion unseen, and fire drills are held regularly to promote children's safety. However, their safety is jeopardised as inflammable items, such as art work and dressing up clothes are hung onto or placed on top of radiators. This is a potential safety hazard for children and staff.

The displays of children's work and colourful posters on the walls help to create a friendly and welcoming environment for children, parents and carers. Sufficient space is available to enable children to move around freely and enjoy their play. The nursery has a wealth of appropriate resources to provide fun and stimulation for the children. Much of the play equipment is displayed on open fronted shelving units to promote the children's independence by allowing them to help themselves.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are eager to attend the nursery and relish the time they spend in the exciting environment. They are able to make choices about their play and are offered an enormous variety of activities to choose from. The children are curious and enthusiastic and have a positive

attitude towards learning. They become totally engrossed in the developmentally appropriate activities available for them, both indoors and out.

Staff give very warm care to the children, they speak to them with kindness and respect. The key-worker system used by the group ensures that the individual needs of each child are known to staff member, and appropriate care is given.

A positive development in the organisation of the nursery is the recent introduction of the 'free-flow' system. This fosters children's independence as it enables them to opt to play indoors or out at will. The back garden area is well equipped to provide exciting challenges for children while still promoting all the learning areas. For example, children take their cars to the garage, fill-up with fuel, and measure how far they can go. The 'free-flow' into the grounds at the front enables children to run, and play bat and ball games.

Nursery Education

The quality of the teaching and learning is good, and consequently children make good progress all areas of learning. All staff have a thorough understanding of the Foundation Stage, and demonstrate this by providing a rich and stimulating curriculum for the children to enjoy. All activities are well planned and appropriately resourced to enable children to gain the maximum benefit from them. Staff identify the main learning intention for each activity, but also understand that all six areas of learning can be encompassed if good planning and resources are in place. For example, children squeezing oranges to taste the juice count them first, feel and smell the skin, discuss their weight and shape and what is inside. This activity demonstrates that the staff have the skills to extend children's learning experiences in a fun and interesting way.

Planning is good. Children are observed to identify their attainments, and the information gained is evaluated and used to plan the next individual step for each child. Children's individual profile records clearly show their 'starting point' and the steps they have taken to reach their current stage of development.

Children listen to staff with interest and have good levels of concentration. They also have the ability to share and take turns; understanding that they sometimes have to wait. They also show consideration to their peers by offering help and support if needed.

All six areas of learning are promoted well. Mathematics is included in the daily routine, such as counting the number of chairs required. Staff ask open ended questions to engage the children and extend their vocabulary and thinking. Although children can access a tape player and mobile phone easily, they do not have access to information technology equipment every day. This means that their opportunities to develop mouse skills and learn to operate simple programmes are limited. In addition, although children benefit from lots of opportunities to develop physical skills, there is no large apparatus to dare and challenge the older and more able children.

The learning area of knowledge and understanding of the world is particularly well supported by the nursery. Children learn about the organs of their body, the continents, why and how balloons inflate, outer space and how to make volcanoes among a wide range of other scientific projects and experiments carried out. Children take particular pleasure in walking around the grounds with staff on nature walks. They take reference books with them and are able to identify different types of trees and birds, and compare the qualities of stones and pebbles. This enables children to learn about the cycle of year in a practical and enjoyable way.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance self-esteem and confidence. Children are given encouragement and support to join in all the group activities, such as gym. However, if they do not want to participate, their wish is respected, and they are offered purposeful alternatives. Children learn about the world they live in as they have access to a range of resources that promote positive images of diversity. They also learn about festivals and traditions celebrated in the local and wider community, such as Eid, Christmas, Diwali and Chinese New Year. Staff speak the main community languages, and so are able to give effective support to children who have English as an additional language.

Although no children currently attending the nursery have learning difficulties or disabilities, systems are in place to ensure they would be well supported. Staff understand the importance of liaising with the child's parents and all professionals involved with the child's care and education to ensure their needs were met appropriately.

Children's behaviour is very good. They are learning the boundaries for acceptable conduct and self control in ways that are meaningful to them. For example, they quickly understand that when the bell rings, they stop, listen. They then respond enthusiastically to whatever is being asked of them. Because the children are busily engaged in enjoyable activities throughout the session very few incidents of unwanted behaviour occur. Any that do arise are managed calmly by staff reminding the children of the rules. This all-round positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers of children who receive nursery education is outstanding. The provider and her staff fully appreciate the positive impact that working closely with parents has upon the children. Parents state that they feel totally included in the life of the nursery and are welcome to spend sessions with their child to monitor their progress any time they wish.

The planning of the curriculum includes how parents can reinforce their child's learning by suggesting activities that link into the theme that they can do with them at home. Parents are asked to support staff for outings or special events, such as strawberry picking and sports day. Comment sheets are always available after the event for them to express their views. All comments are addressed by staff and suitable action taken, if appropriate. The nursery also has two 'parent representatives' whose role is to voice any concerns to the management on behalf of the parents. Issues raised in this way are also addressed appropriately. In addition, parents are made aware of the nursery's formal complaints procedure which includes the contact details for Ofsted, should they wish to raise a concern with the regulator.

Detailed information is given to parents and carers about the Foundation Stage of learning, and how it is delivered at the nursery. Notice boards display a wealth of relevant information, and regular news letters ensure parents are well informed about future events and topical issues. Furthermore, parents are able to see their child's development profile on request and are given all their personal progress records when they leave.

Before a child joins the nursery, a visit to their home is carried out by staff to enable them to meet the child and their family in their familiar and comfortable surroundings. This helps to set up a trusting and mutually supportive partnership to ensure an effective two-way flow of

information knowledge and expertise is established to benefit the child. Meetings at the nursery are also held to explain the ethos of the teaching methods to parents whose children are about to join. Parent's evenings and social events also contribute towards the highly effective partnership with parents.

Organisation

The organisation is good.

The good organisation skills of the provider/manager and her staff mean that children move around the environment and enjoy their play in comfort and safety. The atmosphere in the nursery is calm and relaxed, but also full of energy as children are engaged throughout each session in purposeful activities of their choice.

Children's well-being is promoted as effective recruitment procedures are used to ensure that all adults having contact with them are suitable to do so. Children are well supervised in the pavilion and outdoor areas to ensure they are secure, and not exposed to danger. Children's health and safety is protected as all the required documentation is maintained.

The leadership and management of the setting is good. The provider/manager is committed to the promotion of good quality childcare and has a clear vision of how to extend and build upon the existing good practice of the nursery. Through regular team meetings, all staff are involved with the process of assessing and evaluating the work of the nursery to bring about changes and further improvements.

The provider/manager gives good support to her staff. Annual appraisals are carried out to identify their strengths and any areas for development. There is a strong commitment to promote the personal development of all staff through further training. The provider/manager is a good role model and has successfully established a motivated and skilled staff team. This, combined with the strong commitment to working in partnership with parents, has a very positive impact upon the enjoyment and achievement of the children. Therefore, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable: this is the first inspection since registration.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 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):

- promote children's independence by supporting them to prepare their own snacks
- promote children's safety by ensuring the radiators remain uncovered at all times.

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):

- enable children to have routine access to information technology equipment
- provide apparatus and equipment to challenge and dare the older and more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk