

Montessori at Brook Green

Inspection report for early years provision

Unique reference number

EY377317

Inspection date

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Inspector

Arda Halls

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Montessori at Brook Green Day Nursery is privately owned. It opened in 2008 and operates from one playroom in a Church Hall in the Brook Green area of the London borough of Hammersmith and Fulham. The Brook Green Day Nursery is registered on the Early Years Register and the compulsory and voluntary sections of the Childcare Register for a maximum of 20 children. There are 16 children on roll at the time of inspection. The nursery is open each weekday, three days from 9:00 to 12:30 and two days from 9:00 until 14:30, term time only. All children share access to an outdoor play area. The Brook Green Day Nursery is managed by a voluntary management committee, made up of parents of children from the local community who attend the nursery. The nursery supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs four staff, three of whom are present at all times. Two of the staff, including the manager hold appropriate early years qualifications. The nursery is affiliated to the Pre-School Learning Alliance. The nursery receives support from the Local Authority. The teaching method used is Montessori combined with free play.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff are beginning to work within the framework of the Early Years Foundation Stage (EYFS) and therefore children are making sufficient progress in their learning and development. The staff have started doing observations of children which enables them to plan for children's individual care and learning more effectively. Staff are working towards making links between basic Montessori methods and the early learning goals to develop a curriculum that covers all six areas of learning. The setting has not developed an effective system to demonstrate how ongoing improvements are evaluated.

What steps need to be taken to improve provision further?

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

- ensure record of attendance includes full names of children with times of arrival and departure
- demonstrate how ongoing improvement is evaluated
- ensure staff have sufficient understanding and knowledge of the EYFS
- ensure individual planning, observation and assessment for all children
- make fencing in outdoor play space safe and robust

The leadership and management of the early years provision

The registered person works on a daily basis with a staff team who have a varying knowledge and understanding of the Early Years Foundation Stage requirements.

The nursery has yet to develop an effective system to encourage a culture of reflective practice and self-evaluation to identify the setting's strengths as well as priorities for development. This includes monitoring the provision to ensure the requirements of the EYFS are met, for example, keeping a detailed attendance register. In addition, procedures such as effective staff appraisals are not undertaken to identify the training needs and continuing professional development of the staff team.

The nursery has sufficient links with other professionals, which ensures that staff can support children in their learning. There are opportunities for parents to come into the setting to discuss their child's progress and see video recordings of their child at work with the materials and equipment available. Displays are minimal in both the playroom and the entrance hall, although parents do have access to information such as policies and procedures, newsletters and photographic evidence of the activities in which their children have taken part. Parents are happy about the care their children receive. Parents explain that they are pleased with children's progress reports which reflect an accurate account of their children and the activities in which they have taken part.

The nursery makes good use of the space available; children are cared for and educated in a clean and well organised environment, which is set out to welcome children and encourage them to take part in the activities. Risk assessments are undertaken, however, there are risks to children in the garden as fencing has not been fully secured. However, children are fully supervised in their outdoor play. There are satisfactory policies and procedures in place to safeguard children and staff know what to do if they have concerns about children's welfare.

The quality and standards of the early years provision

Staff are developing a basic understanding of the EYFS, which means they are gaining confidence in the delivery of the curriculum and support children in their learning. Staff are undertaking simple observations and beginning to use information through discussions with parents to plan for future development. There are suitable communication systems in place to keep parents informed. For example, staff regularly invite parents to come in and discuss their child's developmental progress and identify areas they are working on. During these meetings there are opportunities for staff to advise parents on how they can extend learning at home.

The activities provided are suitable for children of different ages and abilities. For example, language development is promoted through activities to enable children to link the sounds of insects, and animals are matched to puppets and props through a song about an old woman who swallowed a fly. This activity enables children to learn the names and sounds of the animals; older children learn the sequence of the song and are developing a good memory as the song is repeated over and over. This activity is suitable for different age groups and children are thoroughly enjoying themselves. Children are engrossed in designing their own creations, they sit and concentrate as they build a Tower of London out of fitted segments; they fit the segments together and stack them up higher and higher,

they move back to admire their work and winch up the bad man to the top of the tower.

Children are well behaved because they are encouraged to use good manners, share, take turns and be kind to one another. Children are learning to have respect for one another and to appreciate differences; they learn about other cultures and festivals through topics such as Christmas when they put on a nativity play, in addition they talk about different countries and their environment. There are a number of children who speak English as a second language; staff support these children by obtaining information from parents, such as specific words which support communication.

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?	3
How well are children safeguarded?	2

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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

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.