

Montessori at Brook Green

St Matthews Church Hall, St Matthews Church, Masbro Road, London, W14 0LL

Inspection date	25/11/2013
Previous inspection date	11/02/2009

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 are motivated learners and are confident to use the resources that staff provide for them to explore, experiment and try out their own ideas. Staff plan activities to meet children's interests and support children's investigations.
- Children are happy and settled and feel secure because the key person system works effectively so that children's wellbeing is supported and their emotional needs are met.
- Staff share information with parents about children's progress so that parents are engaged with their children's learning. This ensures children receive the support they need and make good progress towards achieving a good level of development.
- Staff have a secure knowledge of each child based on accurate assessment of their skills and abilities. This enables staff to meet children's needs and it informs their planning for children's next steps in learning; as a result, all children make good progress.

It is not yet outstanding because

- Staff occasionally miss opportunities to extend activities to provide even greater challenge for more able children.
- Processes for regular monitoring of staff performance do not fully support staff to reflect on their own professional development and its impact on practice.
- Some opportunities are missed to allow children to be more independent at mealtimes.

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

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outside.
- The inspector held discussions with the manager/registered person, staff and took account of the views of the parents spoken to one the day.
- The inspector carried out a joint observation with the manager.
- The inspector tracked two children, spoke to their key person, observed them in play and reviewed their assessment records.
- The inspector reviewed a selection of policies and procedures, staff suitability records, registers and self-evaluation records.

Inspector

Caroline Chalke

Full report

Information about the setting

The Montessori at Brook Green Nursery registered in 2008. The nursery is privately owned and serves families in the Brook Green area of the London borough of Hammersmith and Fulham. The nursery operates from a newly renovated ground floor church hall with a large playroom, toilets and kitchen facilities. The nursery has sole use of the space, and has step free access at the rear of the building. All children have access to an enclosed outdoor space. The nursery is situated in a residential street close to two local primary schools.

The Montessori at Brook Green Nursery is registered on the Early Years Register and the compulsory and voluntary sections of the Childcare Register. The nursery is registered to care for 20 children; there are currently 34 children aged from two years to five years, some in part- time places. The nursery supports children learning English as an additional language. The nursery provides funded early education for three- and four-year-old children.

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. There are five members of staff, one who holds a National Vocational Qualification at level 3, and three members of staff hold qualifications at level 4 and above.

What the setting needs to do to improve further

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

- extend the performance management process to support staff more fully in identifying their training needs, recognising their progress, and identifying impact on practice
- continue to develop the range of activities and experiences offered across all areas of learning to provide even greater challenge for the more able children
- provide further opportunities for children to be independent at mealtimes.

Inspection judgements

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

Staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage and have a secure knowledge of how children learn through play.

Staff use this knowledge well to plan activities that interest children and meet their developmental needs. As a result, children are motivated and engaged in their play and are confident learners.

The quality of teaching is good because staff understand that every child is an individual and they are effective in ensuring that all children are supported in their learning and development. This ensures all children are making good progress.

Children's language development is promoted through all activities. Staff adjust their interactions well to ensure each child is included and able to participate at their own level. During circle times all children are encouraged to participate and staff introduce new words and concepts. For example, when staff introduce the idea of 'opposites', the children eagerly join in and offer suggestions.

Resources are placed within children's reach and allow children to extend their own play. Children work alongside each other to make paper chains. Staff support those children who are managing the skill of using scissors as they cut along lines they have drawn, practising hand-eye coordination. Children work cooperatively to join the paper chain together, getting excited as it grows in length, talking about it being "million, trillion long" as they stretch the chain across the room. This helps children to use physical skills with tools, talking about length and understanding concepts of space. The staff support their thinking skills by prompting their exploration of what to do next. Children are confident to try out their own ideas and experiment.

Children benefit from staff who understand child development and tailor practice to meet children's individual learning and development needs. Staff plan activities to help prepare children for the next stage in their learning and moving on to school. Children are keen to be involved in a number recognition game, writing numbers in their own books and counting objects to match the numbers. Children are keen to match letters seen in books to letters in their name and they engage in writing and making their own 'books'. However, occasionally there are missed opportunities to extend the activities to provide challenge for the more able children, and to extend their learning into other areas.

Staff work to build strong partnerships with parents so that they are fully involved with their children's learning. Parents provide information on their child's development when they start at the nursery, so that staff know the starting points and individual needs and abilities of every child. There are regular meetings with the child's key person to discuss progress and parents contribute to children's assessment records. Children's records include written observations, photographs and comments on children's interests and how the children like to learn. This ensures children receive the support they need and are making strong progress towards achieving a good level of learning and development.

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

Children feel safe and secure and form close emotional attachments with their key person. Staff are kind and sensitive to children's needs so that children are happy to approach

them for support as they confidently explore their environment. Key persons know their children well and they form trusting relationships with parents. They take time to plan effective settling-in arrangements for children, including home visits and flexible settling-in sessions, and they encourage children to bring their own special toy or outfit when they come to nursery.

Good opportunities for fresh air and physical exercise are provided as children take part in activities outside on a daily basis, including a weekly "gym" session outside. Children enjoy the garden and learn to cooperate and be independent as they work together to clear the leaves with rakes and put the leaves into bags. Children develop physical skills and their wellbeing is supported as they dig the soil, fill buckets, practise climbing skills and play with large hoops, learning how to control and roll them.

Children learn about safety and risks to others as staff use gentle reminders, which supports their understanding. For example, when children are running inside staff remind them not to run, and ask, "Why do we not run indoors?" The children reply, "Because we might hurt ourselves or our friends". Staff are consistent in the messages given to children around what is acceptable behaviour. Children are encouraged to respect each other's feelings as staff ask them, "How do you feel?" when there is a disagreement over a toy.

Children are beginning to develop an understanding of healthy lifestyles as they access drinking water throughout the session and eat healthy foods at snack time. However, staff do not encourage children to pour their own drinks or help prepare and serve their own food at snack time. This means that their independence is not consistently promoted to the best of their abilities.

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

The provider understands her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded and their welfare is protected because staff closely supervise the children and are vigilant in ensuring the environment is safe. All staff have up to date knowledge of how to keep children safe and they have safeguarding training regularly.

The manager actively monitors staff performance and supports the staff team in their continuous professional development. All staff are furthering their qualifications to increase their professional expertise. However, there is scope to improve the system of professional development so that staff fully recognise and reflect on their own progress and its impact on their practice.

The manager monitors the educational programmes to ensure they meet individual children's needs through regular review of the assessment information with children's key persons. This ensures any gaps are identified and improvements made. Staff use flexible assessment processes to gather information in order to plan effectively and ensure that children's development needs are met. As a result, all children are making good progress

in their learning.

The manager and staff team work well together and strive to provide a good quality nursery. Since the last inspection, the manager has led the team well and has made significant changes which have had a positive impact on the children's progress. The manager recognises the strengths and weaknesses of the setting and listens to feedback from parents to improve the quality of provision and improve children's achievement over time.

Positive partnerships between staff and parents ensures children's needs are met well. Feedback from parents is positive. Staff are effective in sharing information so that parents are informed on their children's progress: they invite parents to attend meetings to discuss their children's progress on a regular basis and send a weekly email to inform parents of activities happening at the nursery. Partnership with other professionals, such as speech and language therapists, is effective in providing appropriate support for children who have additional needs. The manager has close links with the local schools and children's transitions to school are supported by school teachers visiting the setting and exchanging information on children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY377317
Local authority	Hammersmith & Fulham
Inspection number	844438
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	34
Name of provider	Jane Alway
Date of previous inspection	11/02/2009
Telephone number	0207 6029623

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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, which are usually the childminder's 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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