

Rosalita Edwards Montessori Nursery

Inspection report for early years provision

Unique reference number EY433420
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Inspector Debbie Newbury

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Type of setting Childcare - Non-Domestic

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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 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.

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Description of the setting

Rosalita Edwards Montessori nursery opened in 1989 and is privately owned. The nursery operates from Imber Court Sports Club in East Molesey, Surrey. The club is situated in a residential area close to Hampton Court Palace. The nursery is open each weekday from 7.45am to 6pm, 46 weeks of the year. Children have access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

A maximum of 40 children may attend the nursery at any one time. There are currently 65 children aged from two to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and welcomes those with English as an additional language.

There are 10 members of staff, including the owner and three support staff. Staff hold appropriate early years qualifications as follows: one is qualified to NVQ Level 4, four hold NVQ Level 3 and the remainder of staff hold NVQ Level 2, including one who is currently working towards a Level 3 qualification. The owner/manager holds a BA(Hons) in Early Years Education and Childcare and a Montessori Diploma. The special educational needs coordinator is qualified to Level 6. Both have achieved Early Years Professional Status. Teaching follows the Montessori philosophy and the nursery is in receipt of funding for the provision of free early education to children aged three and four.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at this welcoming and inclusive nursery. They take part in a range of activities indoors and outside which support their overall learning and promote their welfare well. Arrangements to promote children's awareness of diversity and the deployment of resources within the nursery are mostly effective. There is good capacity to maintain continuous improvement as the registered owner and the staff team have an accurate view of the nursery's strengths and most areas for development.

What steps need to be taken to improve provision further?

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

- extend further opportunities for children to develop and use their home language in their play and learning, for example through use of labelling and by providing and matching dual language books to languages spoken by families in the setting

- create opportunities for children to express their ideas through a wide range of materials and ensure information and communication technology and programmable toys are maintained in working order.

The effectiveness of leadership and management of the early years provision

Arrangements to safeguard children are very effective. Staff have a secure understanding of their child protection responsibilities and the action they must take if they have any concerns. They supervise children carefully and make sure the premises are safe and secure. Comprehensive risk assessments are completed for all areas to identify and minimise any hazards. Management implements sound recruitment, vetting and induction procedures to assess the suitability of staff working with children. Required documentation and most other records that underpin children's safety and contribute to the effective management of the setting are well-maintained. However, written permission forms to take part in outings have yet to be updated for some children to reflect the nursery's new location. Parents have been informed that outings in the vicinity of the nursery may take place.

The nursery moved to new premises last September and both management and staff are working very hard to establish the provision at this new site and overcome the constraints that exist. Organisation of the indoor environment and deployment of resources are evolving well overall. Children help themselves to a variety of resources, although some items are not so easily accessible. This has been recognised as an area for attention and measures are being taken to address this matter. This should aid further children's independent choice and selection. However, monitoring arrangements to ensure resources that promote information, communication technology contain working batteries are not so effective. The staff team is well-qualified. They work together well to support children and ensure sessions flow smoothly. The registered owner/manager values her staff highly and identifies them as one of the key strengths of the nursery. She is passionate about improving the quality of the provision and evaluates practice with the input of both staff and parents. This use of critical assessment has led to the development of an action plan to bring about targeted improvement in specific areas.

Most aspects of equality and diversity are promoted well. Staff gather lots of information about children, which helps them become aware of their individual needs. Themed project work and access to relevant resources helps children learn about the wider world in which we live. The nursery benefits from a rich diversity of culture and language, both amongst the staff team and the families attending. Some staff converse with children and parents in their home languages. However, there are few books and minimal use of labelling in children's home languages. This means there are missed opportunities to value home languages and enable others to share in these, as well as raise children's awareness of different scripts. Parents speak positively about staff and feel that their children are happy. They recognise that the nursery is evolving at its new home and note that improvements have been made. Parents are very well informed about the nursery and their children's learning, both verbally and in written form. They have easy access to policies and procedures and receive copies of planning sheets so they know what their children are learning about. They are invited to share in special events that

take place throughout the year and to meet regularly with their child's key person. Thoughtful newsletters offer interesting suggestions for home learning. Staff also establish effective partnerships with other professionals and agencies in the local community and other childcare settings that children attend. This leads to a coherent and shared approach to promoting their care, learning and any extended support.

The quality and standards of the early years provision and outcomes for children

Staff are kind, caring and patient and they work hard to make sure children feel happy and secure. Consequently, most children are very much at ease. They have the confidence to express their wishes and approach adults freely. In instances where children are distressed because they are still getting used to the environment or when they have a fall, staff offer lots of reassurance and treat them with sensitivity. Children mostly behave really well because staff have high expectations. They encourage the use of 'listening ears' and intervene as necessary to guide some individuals away from undesired actions. This approach also helps children learn about keeping themselves and others safe. For instance, they receive explanations that it is not a good idea to flick the soil off their spades when they are digging because it might go in the eyes of children near to them. Children receive lots of praise and encouragement, which successfully fosters their developing self-esteem. They are proud of their achievements, as shown in the way they take their completed pictures to show staff.

Children take part in a range of activities and experiences that combine Montessori Principles and Practice with the learning and development requirements. Effective use of observation and assessment leads to individualised planning, which results in children making good overall progress in their learning and gaining valuable skills for the future. They develop their social skills as they play with their friends and take part in turn-taking games. Children explore mark-making both independently and as part of planned activities. However, staff do not consistently encourage them to have a go at 'writing' their names on their work to help them develop their skills further. Circle time and story time afford good opportunities for children to think critically. They are encouraged to consider 'what helps plants grow?' and to discuss their current theme of The Arctic.

Children's developing problem-solving, reasoning and numeracy skills are mostly encouraged at every opportunity. Some individual staff members are especially good at this and very effectively support children as they identify written numerals and match these to a corresponding quantity of balloons featured on a card. Children remain fully engaged as the activity is extended still further by encouraging them to name the colours of the balloons and then select rings of the same colour. Children enjoy craft activities, such as creating polar bear pictures using cotton wool. However, a lack of other materials means that children are unable to easily develop their own ideas and express their own creativity. Children stay healthy because staff implement effective measures to promote good hygiene and limit the potential for the spread of infection. They wash their hands and faces at appropriate times and are keen to help take care of their environment. For instance, they enthusiastically wash the tables and sweep the

floor. Children enjoy healthy, nutritious snacks and meals. Water remains easily accessible, enabling children to decide for themselves when they are ready for a drink. Outdoor play is an integral part of the nursery day and everyone relishes this. Children manoeuvre carefully around the decking area on scooters without colliding. Painting the fence panels with soapy water appeals to several children and they eagerly use the large brushes provided for this purpose, with good levels of control and coordination.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met