

Blackheath Montessori Centre

Inspection report for early years provision

Unique reference number 129010
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Inspector Silvia Richardson

Setting address Independents Road, Blackheath, London, SE3 9LF

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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).

Description of the setting

Blackheath Montessori Day Nursery was registered in 1992. It has sole use of a hall in a converted church in Blackheath Village. Accommodation consists of four class rooms, three of which provide base rooms for mixed age groups and the other for additional lessons. The hall provides a communal indoor play area and there is a fully enclosed garden available for outside play.

The nursery is registered on the Early Years Register to care for 36 children in the early years age group, from two to under five years. There are currently 51 children on roll, of whom 34 are in receipt of nursery education funding. The setting supports children with learning difficulties and disabilities, and children who speak English as an additional language. The group opens Monday to Friday during school term times and closes four weeks of the year. Sessions are from 08:00 to 18:00. Children attend for a variety of sessions.

There are five full time and two part time staff working with the children. Six of the staff are qualified Montessori teachers and one holds the early years professional status and an National Vocational Qualification at level 3 in childcare. The nursery offers swimming lessons and has weekly visits from a French teacher, a music teacher and a dance teacher. The nursery has an appropriately qualified full time manager and also employs an administrator, a cook and a maintenance worker. The setting follows the Montessori teaching method and incorporates the Statutory Framework for the Early Years Foundation Stage.

Overall effectiveness of the early years provision

Children are very happy and settled, because adults create stimulating, accessible environments, enabling and supporting every child, so that they make excellent progress towards the early learning goals. Exceptional organisation and management, together with a dedicated and talented staff team, is ensuring children enjoy inclusive experiences and positively thrive in the setting. The provider has sustained continuous improvement, so that the quality of children's learning opportunities are outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- promoting children's learning and development regarding the importance of exercise for their good health and well-being and helping children to make the links between physical activity and healthy eating

The leadership and management of the early years provision

The Early Years Foundation Stage is very effectively led and managed, because the provider invests well in training and development opportunities for all the adults working in the setting. Adults excellent knowledge and understanding of how children learn is reflected in the organisation of the setting, and the resources and activities offered, so that all children have opportunities to excel. Management is conscientious and efficient, and leadership is strong, providing a solid basis for effective team working and consistent care for children. Adults are well deployed and children with learning difficulties skilfully supported, so that they participate fully and integrate successfully.

Effective self evaluation is a key feature of the setting, so that continuous improvement is maintained. Activities and arrangements for children's care and learning are consistently evaluated, establishing what works well and less well, continually striving for the best outcomes for children. Improvements to promote equality and inclusion, such as role-play experiences, are having a positive impact on children's confidence and self esteem.

Successful partnerships with parents and carers are enabling them to make positive contributions to the setting, such as support for learning activities that help raise funds for additional resources and activities. Clear, well written information, together with pictures and photographs, are ensuring parents and carers are well informed about teaching methods. They contribute both verbally and in writing to children's individual progress reports and meet formally and informally with key persons. Partnerships with other agencies are strong, so that children with identified and potential learning difficulties are well supported in the setting.

Records are readily available and shared with parents and carers, including those which promote children's welfare, dietary, medication, incident and accident details. Adults carry out risk assessments regularly, ensuring play areas and equipment are safe. All staff in the setting attended safeguarding children training, together as a team, enabling each of them to understand their responsibilities to protect children and to respond appropriately should concerns arise.

The quality and standards of the early years provision

Children greatly enjoy the stimulating, interactive classroom environments and have excellent opportunities to make free choices in the communal hall. Teachers support children's acquisition of skills well, sitting with them and actively engaging in discussion. Careful planning ensures children make excellent progress across all the six areas of learning, including writing for different purposes, problem solving and reasoning. Arrangements for outdoor play provide excellent opportunities for developing physical skills, such as balance and coordination. Children enjoy fresh air and exercise, although learning intentions for outside play are not incorporating children's learning of the importance of physical activity for good health or making the links with healthy eating. Children are actively encouraged to be independent

and do as much as possible for themselves, developing their confidence and self-esteem. Adults get to know the children really well, observing and recording their progress and achievements, facilitating planning for individual learning needs.

The setting is extremely well resourced and the provider invests in a superb range of additional practical activities, bringing learning to life. Skilled staff and community visitors from a range of professions, such as the police and fire services, dance and specialist cooking, deliver exciting learning experiences. Their expertise is greatly enhancing children's enjoyment and achievement, together with caring support and guidance from key persons. Children are happy and sociable, because adults are warm and reassuring. Children have a positive disposition for learning, are enthusiastic and highly motivated. Activities are fully inclusive and excellent use is made of picture exchange cards, such as 'good listening', helping children with communication. Children participate in the full range of activities, because adults are skilled in sustaining interest, using positive strategies, for example, offering a child something suitable to eat as a distraction, while using materials not suitable for eating. The setting positively reflects diversity and values differences, helping children to feel good about themselves.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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

There have been no complaints made to Ofsted since the last inspection.

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.