

Bishop's Park Montessori Nursery School

Inspection report for early years provision

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Inspector Helen Deegan

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Bishop's Park Montessori Nursery School became registered in 2008. It is located in Fulham in the London Borough of Hammersmith and Fulham. It is registered on the Early Years Register for 46 children aged from two and a half to five years. Children are cared for in a large, first floor church hall and have access to an additional ground floor room and toilets. There is lift access to the first floor so that the setting is fully accessible. There is a spacious area for outdoor play with grass, mature trees and concrete areas. The setting follows the Montessori educational philosophy.

Opening hours are from 9:15 to 12:15pm Monday, Tuesday, Thursday and Friday and 9:15 to 3:00pm on Wednesdays during term time only. Children attend mainly from the local area and the setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language. Seven staff work with the children, all have an early years qualification to at least level three. Five have Montessori training and two have a valid first aid certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are exceptionally well supported by the experienced staff team. Overall, systems for observation, assessment and planning are extremely effective and staff know their key children's needs and abilities very well. Children play in a highly stimulating and accessible environment. Managers have robust systems in place for the continuous evaluation of their provision. The setting effectively and actively promotes equality and diversity and children gain positive messages about diversity within society as they play.

What steps need to be taken to improve provision further?

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

- continue to develop the planning to identify individual children's learning needs so that all staff can consistently promote them.

The effectiveness of leadership and management of the early years provision

Managers ensure that children are fully safeguarded within the setting. All staff fully understand their responsibilities with regard to child protection and this is covered on induction for new staff. High levels of cleanliness and safety are maintained in all areas of the premises and equipment. Thorough risk assessments are completed daily and appropriate health and safety policies are in place.

Managers demonstrate a commitment to ongoing improvement through excellent

self-evaluation documentation. Staff morale is high and the team work well together. Regular staff meetings are held. The whole team discuss ideas for improvement and set clear plans to achieve them.

The staff team continually revisit their equal opportunities action plan and consider ways to develop inclusion within their practice. For example, they now sing the goodbye song in every language spoken in the setting, which encourages the children to gain an awareness and respect for each other's differences. In addition, children celebrate a range of religious festivals and play with resources which positively reflect different race, culture, language, religion and ability, which further develops their awareness of diversity.

All staff know the children extremely well and can easily describe their personalities and abilities. Excellent systems are in place for observation, assessment and planning to meet children's individual learning needs and plan for next steps in their learning. Staff are currently developing their planning sheets to include written documentation about children who would benefit from particular planned activities. Managers and staff work closely in partnership with parents and other professionals in order to provide consistent care and education and maximise children's opportunities to reach their full potential.

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

Children are confident and feel safe within the setting. They play in a safe, clean and well maintained environment. They behave extremely well and are respectful to staff and each other. They play purposefully with the wide range of accessible resources and display excellent self-help skills and independence as they use the practical life activities and spontaneously use the dustpan and brush to clear away the rice they have spilt. Children play cooperatively together and show high levels of confidence when speaking to visitors in the setting.

Staff offer excellent support to children at the activities. They interact warmly with them and ask open ended questions which encourage children to think. For example, during a conversation about hibernation staff ask the children what they think it means and what other animals might hibernate. They consistently praise the children's efforts and achievements so that their self-esteem is promoted. The exceptionally well organised educational programmes provide varied and imaginative experiences which meet the needs of all children. Children make bread and plant bulbs with support from staff. They benefit from well presented activities, such as the colour coded globe with corresponding information files for each continent which contain information about the people, dress, foods, landscape and customs. Children enjoy exploration in the garden, hiding behind the trees, using large paint brushes with water to clean the toys and mixing sand and grass together on the rocker. Children learn about size, shape and measurement as they play with Montessori equipment such as the pink tower, long rods and broad stairs. They have many opportunities to explore texture and use their imagination as they use activities such as free painting, shaving foam, collage and rice play. The experienced staff team have a thorough knowledge of the Early

Years Foundation Stage curriculum and clearly understand how children learn.

Staff obtain information from parents about children's abilities, which enables them to assess their starting points. They then observe and plan for the next steps in their learning. They work closely in partnership with parents, meeting with them each term to discuss progress. Parents receive regular information via email and are invited to make suggestions via the suggestions box.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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