

Belfield Montessori Day Nursery

Inspection report for early years provision

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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*.

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

Belfield Montessori Day Nursery was registered in 2010. The nursery operates in a purpose built house in Barnet, in the London Borough of Barnet. Children have access to a number of class rooms and a garden. The setting is open five days a week throughout the year. Sessions are from 08:00 to 18:00. The setting is registered on the Early Years Register and the compulsory Childcare Register. They are registered to care for may care for no more than 36 children in the early years age group, of these, not more than 14 may be under 2 years at any one time. There are currently 62 children in the early years age range on roll. There are currently 16 members of staff of whom all hold NVQ Level 2 and 3 qualifications in early years and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive setting. Strong partnerships with parents and a very robust settling in process that acquires good knowledge of each child's needs; mean that staff provide all children with appropriate support as they begin nursery. This helps children make good progress in their learning. Staff regularly reflect on the service they provide and take action to address any areas for improvement. This ensures the provision is responsive to the needs of the families who use the service.

What steps need to be taken to improve provision further?

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

- ensure all next steps are consistently completed and learning intentions are clearly identified in the planning.

The effectiveness of leadership and management of the early years provision

Policies and procedures necessary to safeguard children's welfare are well-written and implemented effectively by all staff. Vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines are well-maintained. Written risk assessments are comprehensive and are robust. Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. The manager has a good understanding of the setting's strengths and weaknesses. Regular staff meetings and daily discussions mean that systems to monitor and improve their

practice and the outcomes for children are generally robust. Resources are well deployed across the nursery and this enables children to make good progress in their learning and development. Staff have a good partnership with parents. Parents are fully valued as partners and are confident in the ability of staff to meet the individual needs of their child. The key person system is very effective and parents know who to go to if they have a concern. The settling in process is a key strength in the setting and staff are fully versed with an understanding of children's home circumstances, cultural values and routines and provide appropriate and sensitive support whilst maintaining a high standard of confidentiality. Written questionnaires are used effectively to identify parents' views and staff act upon the feedback received. Consistent and inclusive systems of communication with all parents, result in a strong partnership and engagement. Staff provide parents with written policies and procedures and a good range of information about children's learning and development. They have established effective links with other partnerships and childcare providers to ensure that children's needs are met and there is continuity in their learning. Staff promote inclusion effectively, for example, by planning activities to promote the positive images of cultural diversity and disability. This helps to give children and families a sense of belonging and of being valued. The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet individual children's needs. They are vigilant and proactive to ensure that all children are fully included. Staff have organised the available space very well to ensure that each child is fully included according to their ability and stage of development

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

Staff have created calm, welcoming environment and have effectively organised all the rooms to provide a good range of resources according to children's ages and stages of development. Staff have made begun to make progress in developing the outdoor area and making it accessible to children as part of their continuous provision. As a result the outdoor provision reflects what they are doing inside, so children's learning through play is continuous. Children are fully engaged in a variety of activities outdoor that cover all the areas of learning. For example, Children ride around on bikes, some play ball games, some take delight in looking at books, others push dolls in prams; whilst others play in the sand tray with an assortment of scoops and containers, as they happily learn about volume as they fill and empty buckets of sand. Staff ensure that resources are accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as children play in the sand and make birthday cakes; staff use rich language and vocabulary and talk about volume and support younger children to count up to 10, confidently, as they imaginatively blow out the candles. This supports children's numeracy, problem solving and reasoning skills.

Staff have a secure understanding of the Early Years Foundation Stage and plan

purposeful play, with a balance of adult-led and child-initiated activities. An effective key person system ensures there are efficient methods for observation and assessment and that staff can identify the next steps in children's learning. However, the next steps are not consistently recorded and as staff have not yet implemented a system for identifying the learning intentions in the written plans. The daily practice of the setting is very effective in meeting children's developmental and individual needs. The setting have robust procedures for the use of starting points to plan for children; and the use of a very robust, strong key worker system with a very effective system for assessment, which include next steps, does allow children to progress well. As a result, children's individual needs are met because staff have a very thorough understanding of them.

Staff have a loving and caring relationship with children, who form strong attachments to adults and other children within the nursery. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support. Children enjoy their time at setting and they take pleasure in listening to stories and are creative in their play, for example, when playing with wooden trains and tracks, they imagine they are travelling to far away places and talk confidently about going on long journeys by train and other transport. Staff support children to use a wide range of equipment and tools safely, for example, when cutting and gluing pictures. They examine the different mark making tools, such as crayons and pens and paints, whilst some older children have access to computers and use information technology to complete simple games.

Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practice and listening to staff talk about how to stay safe in the setting and on outings. Staff have established good systems to help children adopt healthy lifestyles. For example, they provide children with healthy snacks and good variety of different cultural meals, according to their individual needs and share written menus with parents. Children are independent in their self care skills as they dress appropriately for outdoor activities and wash their hands and brush their teeth after a meal. They are developing independence and contribute effectively towards the welfare of others, for example, as they help staff to tidy up at the end of an activity and play along side younger children with maturity. Children are developing skills that will contribute to their future economic well-being as they use information and communication technology, visit the local shops and use role-play to support their learning. Children's understanding of diversity and difference is enhanced as walls are lined with an abundance of photographs and pictures of children's cultures and families and the places and languages they speak. In addition, they celebrate festivals and special events throughout the nursery year. Consequently, children learn to value aspects of their own lives and the diverse society in which they live.

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