

# Schoolroom Two

Inspection report for early years provision

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**Inspection date** 02/02/2012  
**Inspector** Rebecca Hurst

**Setting address** Southfields Lawn Tennis Club Ltd, Gressenhall Road,  
London, SW18 1PQ  
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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

School Room Two Montessori Nursery has been registered since 1994. The nursery operates from a tennis club in Southfields, south west London. Children have access to an enclosed outdoor play area. The area is well served by public transport and the majority of children come from the local vicinity. The nursery operates each weekday from 9.05am to 12.15pm, for 33 weeks of the year; on Tuesdays, Wednesdays and Thursdays it operates until 3.15pm.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend at any one time, of these all may be in the early years age group. There are currently 51 children aged from two to five years on roll. Children receive funding for nursery education. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs four members of staff to work with the children, including the provider/manager. All hold appropriate early years qualifications. In addition, five teachers provide extra curriculum activities including, music, tennis, French, drama and yoga.

The nursery receives support from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment where they learn and develop at a good pace. The knowledge and skills of the staff helps provide a good range of activities, which encourage children to become clear and critical thinkers and extend their learning. Equality and diversity is generally celebrated and the majority of activities meet children's needs. Partnerships with parents and others is a key strength. The provider understands the importance of self-evaluation to improve their service to children and parents.

## What steps need to be taken to improve provision further?

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

- adapt the learning environment to promote and celebrate the different home languages spoken by the children
- reduce the time spent during large group activities to provide a more

enjoyable learning experience for all children

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

Staff have a good understanding of child protection and how to safeguard children. Good risk assessments are in place for outings, the premises and activities children participate in. Regular fire drills take place and are fully recorded; this allows all children to be fully aware of what to do in an emergency. Good recruitment procedures are in place to help ensure staff caring for children are suitable. Deployment of staff is a key strength, which enhances the safety and welfare of the children.

Resources are extremely well deployed around the setting. Children are able to self select resources, which greatly aids their independence skills. The good outcomes of the children can be clearly linked to the excellent use of resources. All resources are of a high quality and support children's learning and development well. The children learn about the wider world around them through good use of outings to local Mosques and surrounding areas. The children also learn about different festivals and celebrations at a level they understand. Dual language books are available for the children to read in the book area. However, currently the children's home languages are not fully celebrated within the setting.

Staff attend regular training in conjunction with the local early years team. Some recent training includes story telling and special educational needs. The self-evaluation process is effective. The provider clearly highlights key strengths and areas they wish to improve. As a result, the service is responsive to the needs of its users.

Partnerships with parents and other agencies caring for the children is a key strength. Staff work closely with other agencies, enabling children's needs to be fully met. Regular meetings ensure staff are fully aware of children's medical conditions and how to administer medication. Parents play a key role in the nursery and in the self-evaluation process, through good use of questionnaires. Staff use parents responses to inform changes to their provision. These are fed back to parents via a parent representative, keeping them fully informed on what is happening within the setting. Daily diaries are given to parents and these form the basis of children's learning and development. The parents can see what their children are doing and relay information back to the staff regarding what they are doing at home. This provides excellent continuity of care as staff use this information to plan children's future learning and development.

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

Children are happy and settled. On arrival children find their own names and self-register, which teaches early word recognition. Staff praise the children well for

their good work, building their self-esteem and confidence. Children confidently practise and acquire new skills. They happily explore and experiment with an excellent range of different materials and resources, within this safe, supportive and caring environment. Staff are skilled at using open ended questions to make children think about what they are doing. Good planning is in place to enable each child to progress well in their learning and development. Well written observations are evaluated to provide the next steps of learning. Staff record children's starting points with parents and use these to show the progress children make.

Steps taken to safeguard children include effective child protection and fire evacuation procedures. Close and supportive supervision enables children to feel safe, for example, while playing in the garden. Children's health and welfare needs are promoted. They play and move around in a hygienically clean, tidy and well organised nursery. Children are fully aware of the need to wash hands before snack and lunch times. Children have daily access to a well stocked garden area to enhance their physical development. Children bring in their own fruit for snack. They pour their own drinks and tidy away their pots of food, which enhances independence skills. All staff are consistent in their approach to behaviour management. Given the children's ages and stages of development they behave well.

Children enjoy extra curricular sessions such as music, tennis, French, drama and Yoga. These enhance children's learning and development. Children enjoy the music session, dancing and moving to different songs. The session linked to the current topic of animals. Children enjoyed looking at and describing different patterns on the animals and then singing songs about them. Children skilfully guess the right pattern, for example, stripes or spots; they show excitement when praised for getting it correct. Some large group activities are carried out for long periods of time. Consequently, some younger children become restless which effects the concentration of the other children. Children enjoy participating in story telling, joining in with words and actions. This enhances children's understanding of books and written words.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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