

# Playhouse Montessori

1a Dunbar Avenue, London, SW16 4SB

<b>Inspection date</b>	24/04/2014
Previous inspection date	11/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children benefit from a welcoming and inclusive nursery. They have access to a good range of play materials and resources.
- Staff are aware of their role and responsibility in reporting safeguarding concerns and are aware of the steps to take in the case of a concern to promote children's safety.
- Staff welcome parents into the nursery and keep them suitably informed about their children's learning and welfare.
- Staff gather detailed information about children before they start, which helps ascertain children's starting points and individual needs.

### It is not yet good because

- Teaching is not consistently good across the setting and some staff do not make the best use of opportunities and activities to fully encourage and challenge children's language and communication skills.
- The key person system is not effective to ensure that every child's settling-in period allows them to develop strong bonds with key person and settle quickly within the setting.
- Children who speak English as an additional language are welcomed into the nursery, however, they have limited opportunities to use, see and hear their home language.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to a number of staff to explore their knowledge of the nursery's policies and procedures, and their role as a key worker.
- The inspector met with some parents to gather their views about the service they and their child receive.
- The inspector observed play resources accessible to children, and systems used for self-evaluation.
- The inspector carried out a shared observation with the manager.

## Inspector

Patricia Edward

## Full report

### Information about the setting

Playhouse Montessori opened in 2006 and is privately owned. It operates from a detached house in Norbury, situated in the London Borough of Croydon. Children have the use of three play rooms on the ground floor and a further two rooms on the first floor. There is an enclosed area for outside play both at the front and at the back of the nursery.

The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. The nursery is registered on the Early Years Register and there are currently 65 children on roll. The nursery supports children who have special educational needs and/or disabilities and children who learn English as an additional language. A team of 12 staff work with the children. Of these, two hold relevant early years degrees, seven hold appropriate early years qualifications and one is working towards a level three in childcare. The setting partly incorporates the Montessori educational philosophy and provides funded early education for two, three and four-year-olds.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching so that all staff consistently initiate conversations with the younger children to promote their communication and language development
- improve the key-person system, to ensure that every child's settling-in period is effective and gives them greater consistency in their care and learning.
- strengthen opportunities for children to communicate in their home languages for example, by making available a range of dual language books, working with parents to celebrate the languages children speak and sharing information about stories and songs in their children's home languages.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children enjoy taking part in a variety of activities and opportunities. Children are making sound progress in their learning and development because staff have a suitable understanding of the Early Years Foundation Stage. The educational programme is mainly based on the Early Years Foundation Stage, however, staff partly incorporate the Montessori education philosophy.

Staff work sufficiently with parents, when they settle their child in the nursery, to obtain initial observations of children to ascertain their starting points. Staff then carry out planning and provide activities based on children's learning needs and interests. Staff suitably monitor the learning and development of their key children. Staff are also able to identify children's overall progress. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to identify areas where children may require support so that staff can take appropriate action and progress checks help to keep parents informed of their child's development. The staff work closely with parents and share information about their children's learning and development, through daily discussion, diaries and regular parents' meetings. However, the quality of teaching is variable in the different age groups. This highlights inconsistencies in practice in different rooms in the nursery resulting in weaknesses in the quality of teaching. Some staff are skilled at asking open-ended questions and extending activities to hold children's interests and enthusiasm. Older children show confidence when asking and answering questions and respond to staff with enthusiasm. For example, when talking about tending to the plants they have grown some children are keen to be picked to answer the questions. However, not all staff are as confident to encourage children's language development and problem solving skills, particularly those children who are becoming skillful communicators. For example, staff do not help younger ones become familiar with items by name. They do not use words to name objects such as 'sponges, laces and buttons', so that younger children can begin to link the word to its meaning and broaden their vocabularies. This means the younger children's attention lapses and they leave the activities because they are not continually challenged and stimulated.

Staff work well with families whose children are learning English as an additional language overall. During the settling-in period, staff learn key words in the children's home language and these are shared with all staff in the rooms. However, children have limited opportunities to see and use their home language in their play. This is because there are few dual language books and staff do not ask parents to provide favourite stories and songs in children's home languages to share with the other children. Some children are becoming skilled at speaking French. They have weekly opportunities to develop this as a French teacher comes in to teach them words and songs in French. This helps some children to recognise and develop respect for another language. However, not all children, therefore, have such opportunities to hear and value a range of languages. Such activities help children gain some skills for their eventual move to school. Babies enjoy a wide range of sensory experiences such as through exploring various materials in treasure baskets, handling sensory bottles and looking at mirrors displayed on the wall. Staff sit alongside babies and young children on the floor so they are able to have ample eye contact and conversation. The baby room area provides plenty of room and space for them to crawl and shuffle, and pull themselves up on low-level equipment. All of which encourages their physical skills. Children have many opportunities to develop an understanding of the world. They learn about growth and how to care for living things. Children have planted a variety of seeds and enjoy tending to them. This helps children to learn about the changes plants go through over time. Pre-school staff have reinforced children's understanding of growth through introducing them to the story 'Jack and the bean stalk'. They have made their own pictures illustrating the story. Children are currently learning about spring and have had chicks come to visit the nursery, where children were able to observe and hold them. Children also take part in different celebrations and use resources that reflect

positive images of different cultures, gender and disability in their play. This helps children begin to learn that they have similarities and differences that connect them to, and distinguish them, from others. All children have regular opportunities to take part in a range of expressive arts and design activities. This is evident from the displays of photographs, of the children participating in activities, around the nursery and displays of their art work. All of which gives children a sense of pride and achievement.

### **The contribution of the early years provision to the well-being of children**

Children are generally happy and demonstrate they feel secure at the nursery. Older children show a developing confidence and assurance in their play, holding detailed conversations, building friendships, and showing interest in visitors. Staff promote gradual settling-in procedures. They are generally attentive to the needs of newly settling children, especially younger children, and staff cuddle and soothe them when they become distressed. However the key-person system is not always effective. Some new, unsettled children go from various staff to staff in different rooms. This disrupts the continuity of their care as the key person has limited time to become more familiar with their needs. This also delays the rate at which children are able to bond with one special person. Nonetheless, overall children respond well to the warm, calm approach of staff. They use appropriate methods for managing behavior, such as positive reinforcement and praise. They remind children consistently of the rules and expectations of the nursery and children's behaviour is good. The named person in charge of behaviour management is appropriately qualified and all staff received behaviour management training when they first join the nursery. This enables staff to promote children's positive behaviour throughout the nursery. There are a number of measures in place to encourage children to make smooth moves to school. Staff in the pre-school room focus on developing children's confidence and building their friendships with others. This means that older children are well equipped to adapt to a new group of people when they move to reception classes.

Staff help children to learn about risks and keeping themselves safe, for example when they explain why it is important to walk up the stairs carefully. Children also take part in regular fire drills, which ensures everyone knows what to do in an emergency. The nursery rooms are organised to allow children to have ample space to play and easy access to a wide variety of age-appropriate resources. This promotes children's opportunities for choice and independence. Children's awareness of their health is encouraged appropriately. The nursery provides healthy meals and snacks daily, such as, vegetable curry and rice, spaghetti bolognese, fresh fruit and plain biscuits. There are clear and effective procedures in place to protect children who have food allergies and or other special dietary needs. For example, details of children with special diets are displayed in the rooms and kitchen. The cook and the staff are aware of children's specific dietary needs. Older children are developing their independence at lunchtime as they dish out their own meals on to their plates. Babies and younger children develop their independence with feeding themselves through staff support. They sit comfortably in low chairs around a low table to have their lunch. Staff sit close to babies and younger children, assisting with their feeding and providing help and support when needed.

Children's health is further promoted as they follow routines that encourage good hygiene, such as, washing their hands before eating lunch and having regular nappy changes. Children's physical development and health is encouraged through daily outdoor play in the nursery garden. Children learn to manoeuvre wheeled toys and experiment with different ways of moving. They are demonstrating increasing skills and control when playing ball games and using the climbing equipment.

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

Adequate arrangements are in place to safeguard children. Robust recruitment procedures help ensure that staff are appropriately vetted and suitable to work with children. Staff are familiar with child protection procedures and know what steps to take if they have concerns about a child. All required documentation that supports the smooth day-to-day running of the nursery is in place. Staff within their individual rooms are responsible for completing daily risk assessments to minimise hazards to children. This ensures the suitability of the indoor and outdoor environments. The secure entry system means that staff can check people who come to nursery. Staff are aware of the procedures to follow to administer medication and in the event of an accident. These procedures promote the well-being of children in the nursery. A number of staff have attended paediatric first aid training, to enable them to treat children safely in the case of minor accidents.

There are adequate systems in place to monitor the quality of the educational programme and observations and assessments of individual children. The managers organise regular staff and room meetings to ensure this is done. While staff are generally deployed well to meet children's needs, there is some inconsistency in the key-person system. This means that children's particular individual needs are not always prioritised during their settling-in period. There are clear systems for induction so that staff are familiar with their roles and responsibilities. There are also appropriate opportunities for staff training during their employment. This helps to develop staff practice in most areas on an ongoing basis. Recently all staff have undergone safeguarding training and a number have completed first aid training. The managers use adequate systems for appraisals and supervisions to monitor staff performance and she is able to tackle under performance when she finds it. The manager is aware of and understands some of the strengths and weaknesses of the setting through the use of self-evaluation. For example, she is aware of variations in staff practice relating to the implementation of the learning and development requirements.

Suitable partnerships with parents are in place. A number of parents detail their satisfaction of the service both verbally and through completing questionnaires. The nursery provides a welcoming environment. Parents have access to regular newsletters and parent meetings, which keep them up to date on their children's progress. Also in each group room there are displays for parents detailing daily routines and play plans, to encourage parents to continue learning at home. The nursery managers work closely with the local authority, which helps them to reflect on the quality of their provision. They also have developed partnerships with local schools and other agencies that provide support

for children with special educational needs and/or disabilities.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY339849
<b>Local authority</b>	Croydon
<b>Inspection number</b>	971992
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Mrs Nasreen Hudda and Mr Mahmood Hudda Partnership
<b>Date of previous inspection</b>	11/04/2013
<b>Telephone number</b>	0208 7642564

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

