

Belfield Montessori Day Nursery

Belfield House, Greenhill Park, New Barnet, BARNET, Hertfordshire, EN5 1HG

Inspection date	19/02/2014
Previous inspection date	06/09/2010

The quality and standards of the early years provision	This inspection:	
	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

- The warm and caring relationships staff establish with children mean children are settled and secure, so are ready to learn.
- Staff place emphasis on teaching children about healthy lifestyles, so they learn the basics of how to be healthy.
- Staff have strong partnerships with parents which means parents feel involved in all aspects of the nursery life and this helps staff know and meet children's individual needs.

It is not yet good because

- Staff miss opportunities to promote and extend children's language and communication skills when they are engaging in activities.
- In the younger children's rooms, staff sometimes spend too much time in organisation and routine jobs, which means individual children's needs are not always met well.
- Monitoring systems do not pick up variation in teaching skills in order to target where staff need additional training.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled some documentation including staff and children's records.
- The inspector observed staff practice and children's play in all the rooms and the outdoor area.

Inspector

Diana Groves

Full report

Information about the setting

Belfield Montessori Day Nursery registered in 2010 and is privately owned. The nursery operates in a detached house with a garden space for outdoor play. It is located in New Barnet in the London Borough of Barnet. The nursery is open five days a week throughout the year. Sessions are from 8am to 6pm.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.. There are currently 61 children in the early years age range on roll. The nursery supports children who speak English as an additional language and children with special educational needs and/or a disability. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. There are currently 12 members of staff of whom all but one hold relevant early years qualifications.

What the setting needs to do to improve further

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

- hasten children's communication and language development by improving teaching though using varied questioning techniques to extend children's thinking and language skills, and by being alert to taking all opportunities to extend children's vocabulary when these arise
- monitor practice better to check that there is consistency in the quality of teaching across the staff team in order to target training accurately.
- improve the organisation of routines and staff deployment to ensure children's individual needs are met well at all times.

Inspection judgements

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

Staff demonstrate sound understanding of the seven areas of learning and provide a wide range of experiences for the children both indoors and in the outside area. The 'key person' approach, where each member of staff supports particular children, work suitably. This means that children's next steps in learning are planned for and staff are able to talk confidently about the children in their care. For example, a writing activity had been planned to encourage children to write their names and talk about the letters. This teaching helps children be ready for school because they link letters and sounds.

The staff team keep 'learning journals' with examples of children's pieces of work that show the progress children make. Staff undertake observations of children's activities and record these so they can identify what children need to learn next. Some of these 'next steps' feed into the following week's planning. Staff share assessments with parents, who in turn participate in all aspects of nursery life. For example, they come in for special events and share particular skills with the children. This two-way communication builds strong parent partnerships.

Staff ensure that rooms are appropriately resourced. They plan these so that children are able to make choices which allow them to follow their interests as well as taking part in planned activities. In the older children's room, opportunities to practice writing were taken when children wrote 'party invitations'; in the younger ones' room, children were making marks in a large tray creating patterns in coloured rice with paintbrushes; while in the babies' room messy play with shaving foam gave the youngest children the chance to learn they can make marks. This shows how learning builds on what has gone before and how staff help children be ready for their move to school. However, during some activities opportunities to model language and widen children's vocabulary were missed because staff focus on sorting resources or dealing with organisational issues. This means children's communication and language development is not progressing as quickly as it might.

Staff are good role models to children when engaging in the children's play. For example, staff say 'I'm going to make a birthday invitation' and model writing the words 'Please come to my party' which leads to several children joining in and making invitations. This shows how staff motivate children's learning through activities that are interesting to children.

Staff provide support to help children know how to behave appropriately. They deal with behaviour issues sensitively, teaching children how to take turns and to share toys. Older children chat and play together well, demonstrating that they are gaining skills necessary for the next stage in their early education. They find the toys they want to play with independently, for example, and suggest ideas to extend play such as the best way to build with bricks. However, some staff miss chances to promote children's thinking and language skills because they are not as skilled in using questions. This means some teaching opportunities were missed.

The garden area provides a good learning environment covering all areas of learning. Children enjoy the opportunity for a wide range of activities that help them develop a variety of skills. Children learn to use scooters, ride wheeled toys and build with large crates. These activities aid their physical development. Staff provide other resources, such as a play house for children's imaginative play. The experiences offered outside ensure children who learn best in outdoor environments can do so. Staff meet the youngest children's needs safely by providing access to a separate enclosed area equipped with materials suitable for this age range. Overall, staff help each child make progress towards the next stage in their learning.

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

The nursery staff provide a welcoming environment for all children. There are lots of examples of the children's own work on display which shows staff value children's efforts. This approach contributes to developing children's self-esteem so they grow in confidence. Staff display pictures of children families in the younger children's rooms. These displays help children understand that families differ so that they begin to learn to accept difference between themselves and others.

The key person approach is used effectively throughout the nursery and helps children feel emotionally secure. For example, staff follow settling-in procedures well which helps children settle with ease. Staff give children good support when they are ready to move into a new nursery room. This approach helps children to settle and feel secure which will help them be ready to make progress. Parents report that the good relationships between them and their child's key person allow them to feel secure about leaving their children. Despite the general effectiveness of this key person system, there were some times, especially in the younger children's rooms, when staff members were too occupied with routine tasks that took their attention away from meeting all the children's needs well.

Staff teach children to take on small responsibilities to help them gain personal independence for the eventual move to school. At mealtimes children serve themselves and pour water from small jugs. This develops their independence. Children are provided with healthy food and understand some foods are better for them. One child commented that he would 'be strong' as he had finished all his food. Staff give children gentle reminders to wash their hands or cover their mouths when coughing which helps them understand the importance of good hygiene routines as part of keeping healthy.

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

There have been some changes to the management of the nursery recently, although overall there is a low turnover of staff, which helps promote continuity particularly in regard to the key person system. The manager, and the recently promoted deputy, understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust and all necessary checks are completed in line with stipulated policies and procedures. Staff have a sound understanding of the ways to recognise and deal with safeguarding issues and this knowledge helps keep children safe. Management carry out staff supervisions and appraisals which ensures some training needs are identified; however, monitoring of teaching practice misses some inconsistencies in staff practice, so not all weaker areas of teaching are identified and targeted for improvement. Managers demonstrate the desire to improve through introducing changes, such as a new tracking system to highlight the progress the children are making and to identify any gaps for individuals or groups of children. However, the monitoring of this is not fully established but management is aware of this.

All staff use consistent paperwork and planning systems which supports transfers when children move between rooms. This means staff know what children have achieved and what they need to do next. Staff show awareness of the seven areas of learning and planning covers all aspects over time which ensures children have a balanced programme of learning.

Parental partnership is a strength of the nursery and parents spoken to on the day were happy with the provision, their children's progress and the information received. They report that their views are valued when they respond to questionnaires and that management has been using more ways to communicate with them, citing examples of using email and text messages. The safeguarding policy is available for parents on the website. Giving access to information in this way gives all parents the opportunity to become familiar with policies whether they come to the nursery or not. Parents are involved in their children's assessments and some comments were noted in children's 'learning journals', showing involvement in their children's learning. When a parent had commented that they would like to know more about the stages of development used in the termly assessment, the key person supplied this, so demonstrating a desire to involve parents in their children's development. The staff work in partnership with outside agencies when needed to support children with additional needs or with local schools to aid the transfer process.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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

Unique reference number	EY407188
Local authority	Barnet
Inspection number	831547
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	61
Name of provider	Alexandra Pacayova
Date of previous inspection	06/09/2010
Telephone number	0208 440 88 22

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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.

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