

Bridge Park Montessori Nursery

Unit 39, Bridge Park Leisure Centre, Harrow Road, LONDON, NW10 0RG

Inspection date	21/10/2014
Previous inspection date	25/10/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff encourage children to be independent and to make choices. Consequently, learning is interesting and effective.
- Children feel safe and secure as a result of strong routines. As a result, they are ready to learn.
- Staff are good role models, and interact calmly and warmly with children, so children's behaviour is positive.
- Staff are well supported by management. Therefore, they are strongly motivated to help children to learn.

It is not yet outstanding because

- The role play area in the garden does not include challenging resources. Therefore, children are not as motivated to explore in this area, as they are in others.
- Partnerships with parents do not consistently extend to parents being involved with their children's learning at home.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector spoke with staff, parents and children throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector sampled a range of documentation.
- The inspector met with the manager.

Inspector

Anahita Aderianwalla

Full report

Information about the setting

Bridge Park Montessori Nursery registered in January 2012. It is a privately run provision. The nursery operates from purpose-built accommodation in the London Borough of Brent. Children have access to a large hall and a conservatory. There is a separate office as well as a kitchen and cloakroom facilities. There is direct access to an enclosed garden. The nursery serves the local and wider community, and is open for 48 weeks of the year. It closes for two weeks during the summer, one week at Easter and one week over Christmas. The nursery is open Monday to Friday from 7.30am until 6.30pm. The nursery is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. There are currently 19 children on roll, all in the early years age range. The nursery provides free early education for two-, three- and four-year-olds. There are four members of permanent staff, including the manager. The manager holds a Montessori Diploma and a qualification in early years education at level 5. All other staff have relevant early years qualifications. The provider also employs a cook.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance resources in the home corner area that are consistent with the real life resources throughout the nursery
- strengthen partnerships with parents by further encouraging them to be more involved with their children's learning at home.

Inspection judgements

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

Staff consistently provide children with an exciting range of activities that promote all seven areas of learning. As a result, children make good progress. There is a good balance of activities that are led by staff and those activities that children choose independently. When children choose activities staff are available to support the children's learning which they do thoughtfully. Children choose interesting and stimulating resources that promote their learning. For example, when children are looking for objects around the nursery that begin with certain letters, staff give the children time to explore independently before offering appropriate guidance. Resources include opportunities to make marks in the sand, paint and use fat pencils and consequently children are developing skills to be ready for writing. Staff observe children closely, noting their interests and choices, so that they can plan activities to further

support learning. This helps staff to ensure they support children to make good progress in their learning and development.

Staff help children to develop their speech, language and communication skills effectively. For example, the children sit together to share songs, including a song about autumn leaves. Children say, 'This is my favourite song' as they join in enthusiastically. They repeat the phrases and join in with the actions. Staff regularly read to the children throughout the session. The children freely comment on the pictures in the book and what is happening. Younger children help themselves to books from the bookcase and staff sit with them in the cosy reading corner, as they explore the book together. This effective input helps children to enjoy books and reading. Children learn about letter sounds, for instance, by talking with staff about objects that begin with a certain letter, and linking the sounds to the picture of the letter. Consequently, children are getting ready to move to school.

Children use the garden regularly every day after lunch, but they also choose to go outside throughout the morning. Children are excited to check on the chickens and look at the vegetables that they have planted. They decide that they would like to have some carrots for snack, so staff take them outside to collect the carrots. By exploring the outdoors freely and safely in this way, children are learning about the world that they live in. Some of the areas outdoors, such as the role-play area, are not as well developed as other areas, so do not engage the children as well.

Staff respect the children's choices and empower them to take responsibility for their learning. For example, they talk to them about their choices and what they hope to do. As a result, children are keen and enthusiastic learners.

Parents say that their children have made good progress since attending the nursery. They are involved in their children's learning at the nursery, but are not consistently encouraged to further learning at home.

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

Staff promote children's good behaviour well. Therefore, children behave well, take turns and share consistently. When children want to do the same activity as someone else, the staff skilfully help them to make another choice. Staff are good role models, talking calmly and clearly with the children, so that the children understand what is expected of them. If a child disrupts an activity, staff explain gently why their behaviour is disruptive and then engage them effectively in another activity. As a result of good role modelling, children are pleasant to one another and the adults around them.

The key-person system is well embedded and staff know the children well. Most of the children arrive happy and content, knowing where to put their bags and outdoor clothing, before confidently joining the group. If a child is upset the staff comfort them, and they settle quickly and are ready to join the group to begin learning. The daily routine is well

organised and singing is used effectively so children know when it is time to do something different. For example, children know that it is lunchtime after being outside for free play. As the staff begin to sing, children wash their hands before setting the table ready for lunch. Children are able to move around the indoor and outdoor spaces freely, because these are spacious and well organised. Children tidy up their activities when they finish, so the room remains uncluttered. As a result, children remain interested and engaged, because the environment is welcoming and well organised.

Fresh meals are cooked onsite, providing healthy food that meets the children's dietary requirements. Meals such as pasta salad, fresh pizza, jacket potatoes and beans, yogurts and fruit are offered during the week. Children serve themselves and clear away their plates afterwards. These routines clearly help to develop their independence and confidence, in readiness for school. Staff sit with the children during mealtimes to help them as needed. Fruit, water and milk are always available for children help themselves to. When a child requested mango for snack, staff ensured they put this into the fruit bowl the following day. Staff helped her to cut the mango, which she was very excited about eating. Children learn more about healthy lifestyles through planting their own vegetables, washing their hands and brushing their teeth after mealtimes.

Staff promote children's personal, social and emotional development well, and children are confident and self-assured. As a result, they are becoming prepared for the next steps in their learning. Progress checks are in place for two-year-old children as required. Each child's key person assesses their progress effectively, and shares their findings with parents and other professionals as necessary.

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

Staff ensure that children are safe and well protected. Doors are secure, and parents and visitors can only enter when the door is opened by a member of staff. There is also CCTV throughout the nursery. The manager and staff are confident in all aspects of keeping the children safe, and know the procedures to follow if they have a concern about a child. All staff have attended safeguarding training. They all have first-aid training and, as a result, are able to respond to the needs of a child if an accident occurs.

The management has a robust procedure for recruiting staff and ensuring that staff remain suitable while they are working at the nursery. Staff receive regular supervision meetings with the manager, to discuss their performance and areas to develop. This helps to ensure they consistently promote children's learning and development. Staff attend regular training courses and the local authority advisory teacher regularly supports their practice. Recent input has been to help the staff develop their observations and planning skills in order to close any gaps in the children's learning. The manager monitors the children's learning and development and all staff are knowledgeable about the Early Years Foundation Stage requirements.

Parents are involved in their children's learning, commenting on the children's termly

reports. They also indicate their satisfaction with the nursery provision on the questionnaires provided, which means they are involved in the self-evaluation process. Parents are welcomed to share any skills with the children, which they include when they fill in paperwork about their children's interests and abilities when they first attend. The manager is planning to improve parental involvement further. Parents say that their children are happy at the nursery and they feel that they have progressed since attending. Parents know what to do if they have any concerns.

The manager understands the importance of reflecting on the practices at the nursery, and with staff input has completed a comprehensive self-evaluation and action plan for improvement. The actions from the previous inspection have been met, resulting in improved outcomes for children. The manager works closely with professionals from the local authority to support some children's speech and language, and special educational needs and/or disabilities. She plans to further her network by attending cluster meetings with other local providers and nurseries.

The Childcare Register

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY442509
Local authority	Brent
Inspection number	963468
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	19
Name of provider	Rizwana Siddiqui
Date of previous inspection	25/10/2013
Telephone number	02035924971

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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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