

Orchid Montessori Nursery School

Inspection report for early years provision

Unique reference number	EY372991
Inspection date	01/12/2008
Inspector	Caroline Preston
Setting address	St Michael's Church, Hedley Room, Main Road, Romford, RM2 5EL
Telephone number	
Email	orchid-montessori@hotmail.co.uk
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Orchid Montessori Nursery School is one of two pre-schools run by Pamela Gupta. It opened in 2008 and operates from a church hall. The pre-school has access to a kitchen, a secure outside play area, toilets and wash facilities. The building is accessed on the ground floor. It is situated in Romford in the London borough of Havering. It is registered on the Early Years Register to care for up to 26 children from two to the end of the early years age group. The pre-school is open Monday to Friday, 09:00am to 01:00pm, term time only. There are currently 17 children from two to the end of the early years age group on roll. Of these, six receive funding for early education. The pre-school employs three members of staff. Of these, all hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children's needs are met very well, because staff are aware of each child's individual needs. The setting has taken huge steps in securing future improvement to the service offered.

What steps need to be taken to improve provision further?

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

- ensure staff develop their own skills and knowledge to be able to support children in their learning and development.

The leadership and management of the early years provision

The setting is now under new ownership and management and has changed the type of service offered, and now offers both the Montessori and Early Years Foundation Stage care and learning to children. The manager has made outstanding progress in developing and planning for improvement, as well as extending her own knowledge and skills to adapt to the new ethos of the setting and manage new staff. She has taken on board the new ethos of the setting and organised the routine of the sessions to encompass the different types of learning, in addition planned for staff training, and completed a detailed self-evaluation document. As a result, she has developed good links with parents and delivers a good service to children. Furthermore, children are progressing well and have adapted to the new organisation and routines to the sessions, resulting in all their needs being met well. In particular, the manager has developed good systems by evaluating each week different areas of the service offered. For instance, the staff team evaluate accident records, activities, the garden area and observations, all of which are written and recorded and discussed with the whole staff team, supporting staff confidence and knowledge. Thus, meeting the individual needs of children. However, not all staff are fully skilled and confident at this time, in all areas of child care practice, this means that further training is needed, which has

been identified by the manager, who is working hard to ensure staff are offered appropriate training to develop their practice.

Parents are offered good quality information about the early years provision, and are well informed of their children's achievements and progress, parents are encouraged to share what they know about their child and good links with outside agencies have been established. Children who attend the setting do not attend any other early years provision, because of the differences between the Montessori method of learning and other types of learning, however, the setting is skilled in ensuring children progress through the early learning goals in unison with the Montessori method.

Children are safeguarded well, they learn about safety during everyday routines, such as clearing away play resources, topics on road safety and setting rules. All staff have undergone suitability checks, and intruders cannot gain entry to the setting. Well written risk assessments are in place, and staff show a good understanding of safety both outside and inside the setting, as well as a good understanding of child protection issues. Effective procedures are in place to manage sickness and parents are aware to keep their children at home if they have any contagious illnesses.

Furthermore staff follow good hygiene procedures; they all have first aid training and food hygiene training, wear appropriate clothing when preparing food and clean tables before children eat. At the same time, all play resources and areas of the setting are well maintained. All policies and procedures are effective, including complaint procedures; all children's records are in place, which are accessible to parents. As a result, parents are well informed about the childcare practices at the setting.

The quality and standards of the early years provision

Staff support children well within the routine of the session, combining both the Montessori method of teaching alongside the early learning goals to support children's learning. Staff are skilled at knowing the aims of each method and knowing when to stand back and let children learn and interact when needed. Staff are also aware of the individual needs of the children, for instance allowing younger children time and space to grasp the Montessori method and giving gentle reminders and support. Well written observations and planning supports each child's needs, staff use effective questioning and teaching techniques, therefore, children progress well along the early learning goals. In addition, children have good opportunities for adult-led and child-led activities both inside and outside each day. Children are offered a healthy range of snacks, including fruit and raisins, water and milk. All dietary needs are adhered to, and children develop independence skills serving themselves, as well as learning about hygiene by washing their hands and wiping their noses. children behave very well throughout the session, and younger children have developed good concentration skills in line with older children. Thus the idea is skills children learn through the Montessori method, like concentration, self-help skills and behaviour, are then transferred in free play and throughout children's learning. Children learn skills that contribute to future economic well-being by using the computer, handling books and becoming

aware of numbers. Children learn about the wider world, through play resources, celebration of festivals, by respecting each other and through positive staff role models. Some staff are able to support children with additional languages as they speak the same language, in addition picture cards are used to support the understanding of English language.

Children develop their personal, social and emotional development through bringing in family Christmas photos from home, using these at 'show and tell', developing confidence within a small and large group. They develop communication, language and literacy through resources like, the book corner, where they learn how to handle books, begin to recognise words and pictures, share stories with staff, and discuss what they think is happening in the book. They develop problem solving, reasoning and numeracy, through resources like, mark making materials, pictures, signs and posters. Children begin to recognise numbers and write them for themselves, labels are placed around the room, like computer, chair, piano and towel, therefore, children find them and copy them. Children develop knowledge and understanding of the world through sieving sand that has foil confetti mixed in with it and learn why the bigger confetti will not go through the sieve and the little, fine sand will. Physical development is promoted through use of the outdoor garden, set up with large apparatus, so children can run, jump, climb over and under and balance. As well as use large construction Duplo, chalks for floor mark making and hula hoops. Creative development is promoted through singing and painting. This means children are offered good opportunities to learn and develop and staff are clear about each of the six areas of learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years and Childcare Registers.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.