

Nightingale 1 Montessori Nursery

St Lukes Church Hall, 194 Ramsden Road, London, SW12 8RQ

Inspection date

Previous inspection date

11/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff carry out thorough assessments of children's progress and form highly relevant next steps for learning which link very effectively to planning. This enables the staff to meet children's needs exceptionally well.
- Staff foster children's independence exceptionally well which results in children who are very confident and highly skilled.
- Staff prioritise teaching children how to be safe. They provide excellent coverage of rules for safety during children's induction into the nursery.
- Staff have excellent partnerships with parents, local schools and other early years providers to provide exceptional support to children's learning.
- Staff teach in an excellent way by making timely interventions in children's play to support and extend their learning.

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 invited the manager to carry out a joint observation.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, children and staff during the inspection and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Nightingale 1 Montessori Nursery re-registered in 2014. The nursery has been established for over 20 years and has re-registered due to the owner changing to a limited company status. The nursery operates from two halls in the upper levels of St Luke's Church Hall community centre. The nursery is in the Clapham South area of the London Borough of Wandsworth. There is access to an outside play area. The nursery is registered on the Early Years Register. It operates Monday to Thursday from 9am to 3.30pm and on Friday from 9am to 12.15pm during term times. Children attend a variety of sessions. There is currently a team of seven staff, all of whom hold relevant early years qualifications. The manager holds Early Years Professional Status and one staff member holds Qualified Teacher Status. There are three staff who hold level 4 Montessori qualifications; one staff member who holds a level 3 qualification; and one staff member who holds a level 2 qualification. The nursery is accredited by the Montessori Education Accreditation Board. There are currently 44 children on roll. The nursery receives funding for the provision of free early education for children aged three and four years.

What the setting needs to do to improve further

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

- consider further ways to support children's song choices at group singing times.

Inspection judgements

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

The staff meet children's needs exceptionally well through rigorous assessment and very well targeted next steps for learning. These next steps feed through to planning effectively so that staff give children highly suitable challenges. Children make excellent progress because areas of learning are covered in much depth and breadth alongside Montessori areas. Staff provide a strong emphasis on children selecting their own activities according to ability which fosters independent learning, confidence and skill extremely well. While children choose freely from a vast range of Montessori resources, staff offer structure both in the organised environment and through adult-led activities. Staff enrich children's learning greatly by visits from external teachers of French, music and ballet.

The quality of teaching is very strong. Staff instinctively know when to make timely interventions in children's play to extend their learning and support children very well to think things through for themselves. For example, as a child worked on a graded number puzzle, staff encouraged the child to think of which number comes after the number shown. This enabled the child to work out which piece would fit in the puzzle. Staff take children beyond naming colours. They use colour paddles to show children how secondary

colours are made up. This extends children's learning very effectively and develops their understanding of the world. Staff teach children to recognise letter names and sounds. They deepen their learning by asking children to find words beginning with different letter sounds. This develops children's early literacy skills extremely well. Children draw detailed pictures of people and faces indicating excellent observational skills and small muscle control. They grade items according to size securely and, where support is needed, staff talk to children about their work so that children learn to identify why an item might not be in place. This develops children's early mathematics skills highly effectively.

Staff enabled children to explore paint and texture as children make hand prints on paper. They extended their learning by asking children why we need hands which lead to various, contemplative responses, such as 'for hugging' and 'to pick things up'. This develops children's excellent early understanding of human anatomy. Children interact with a nature table independently by exploring features of model insects. They operate simple programmes on a computer and show excellent skills in using technology. Staff develop children's technical vocabulary by naming different parts of the computer. Children select various activities from a wide range of Montessori resources. For instance, they pour rice from small jugs into containers and transfer water using sponges which develops children's small muscle control in excellent ways.

Staff read stories to children in lively tones and use highly effective questioning to encourage children to interact with the story. For instance, they ask children to predict what will happen next. This supports children's language and early literacy skills very well. They develop excellent ability to speak and to listen during group discussions and have good opportunities to select songs they would like to sing during these group times. Children learn essential skills for later use in school.

Staff provide a well-considered range of activities in the outdoor area. Children balance carefully across tree trunks. They climb across frames and negotiate space skilfully as they ride on wheeled toys. Staff teach children to throw and catch and this develops their physical coordination skills very well. Children have their own growing area in the garden where staff help children to plant and grow seeds. This teaches children about the life cycle of plants.

Children who learn English as an additional language make excellent progress. Several staff speak different languages and staff learn key words in children's home languages. This helps children to communicate their needs and supports children's communication and language skills. Staff teach children new words in English by using visual resources, such as photographs of objects.

Staff have excellent partnerships with parents. They provide very good opportunities for parents to contribute to their children's learning. Staff send plans by email to parents and suggest activities parents can do at home with their children to support children's learning. Staff keep parents very well informed about their children's progress through regular meetings with them. This includes progress checks for children aged two and written summaries are provided to parents. Staff interact daily with parents and exchange observational information about children to keep them fully informed.

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

Children settle very well into this nurturing, calm nursery. Staff have excellent knowledge of children's personalities and family backgrounds because they spend time talking with parents and learning about children's likes and dislikes. They use this information to plan carefully to meet the needs of children. Staff build warm, trusting relationships with children which gives them a secure foundation to explore their environment independently. The nursery is bright, welcoming and exceptionally well-organised to support children to become highly confident, independent learners.

Staff manage children's behaviour in excellent ways. They signal changes in the daily routine by lowering the light so that children listen to staff and understand the daily sequence of events, such as tidy up time and lunchtime. Staff have seating plans for children to help them to concentrate at group story and discussion time. They discuss why it is important to take turns in speaking and listening so that children learn to do this. Staff teach children about cultural diversity by celebrating and discussing special events, such as Chinese new year. Staff provide excellent teaching on how to be safe. They carry out regular fire drills so that children know how to respond in an emergency. They model how to hold and transport chairs and how to use tools and materials safely.

Staff teach children very good personal hygiene routines. Children know that washing their hands 'washes away the germs that make our tummies sick'. They are highly independent and use the bathroom to take care of their personal needs. Staff encourage children to develop excellent habits. They provide a wide range of nutritious snacks, including fruit and vegetables to meet special dietary needs. Children use tongs skilfully to select snacks of their choice and pour their own drinks. Staff ensure that children take daily fresh air and practise a wide range of physical skills in the well-resourced outdoor area.

Staff provide excellent support to children who move to school. Teachers from local schools visit the nursery to build up relationships with children so that they settle happily at school. Staff share reports on children with schools to support continuity of learning. Children spend time in new group rooms to get to know new routines and staff before moving groups. This helps children to settle happily.

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

Management has highly effective systems in place to help ensure children's safety. All staff have vetting checks with the Disclosure and Barring Service every three years.

Management carries out a series of thorough checks on staff to help ensure suitability for their roles. Three staff members are qualified in first aid and are deployed throughout the nursery to ensure that there is ease of access to emergency aid if a child has an accident. New staff are introduced to staff who are qualified in first aid so that they know who to contact in case of accident emergencies. All staff carry out regular risk assessments covering all areas of the nursery to help prevent accidents. They record this and update

and review risk assessments to ensure best safety practice. Staff have very good systems to prevent intruder access. Entry to the nursery is through electronic intercom and visitors sign a book. All staff have excellent knowledge of procedures to follow should they be concerned about a child's welfare to help to keep the child safe. They have all received safeguarding training. All of these procedures provides excellent support to help keep children protected from harm. Management have clear understanding of their responsibilities to ensure that the nursery is compliant with the requirements of the Early Years Foundation Stage.

Monitoring of provision is excellent. The manager and owner spend time in group rooms to carry out observations of staff which provides clear insight into the quality of staff practice. Management have also implemented a highly effective system where staff observe and learn from each other's practice. Management carry out regular audits of learning journals to ensure quality standards are maintained. All staff plan together, including the manager, and this provides excellent monitoring of planning because the manager asks staff how their ideas meet the individual needs of children.

Management provide highly effective support to staff. The manager supervises staff regularly and offers support to overcome any areas of underperformance to improve practice. Staff have their training needs accurately identified through yearly appraisals. For instance, staff attended a course on interaction with maths which led to staff using wider strategies and more varied resources to develop children's mathematics skills.

Staff have a range of excellent partnerships to support children's learning. Staff work very well with local schools to support children who move to school. They provide very good opportunities for parents to take part in children's learning and keep them very well informed of their children's progress. Staff have formed an excellent partnership with a local school for hearing impaired students. Student visit the nursery and this helps children to learn about and accept disability.

Management has highly developed insight into the strengths and weaknesses of the nursery because it evaluates all aspects of it thoroughly. Management has identified accurate key priorities, such as the continued development of the outdoor area to enhance children's learning. The nursery has excellent capacity to improve future outcomes for children.

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	EY473044
Local authority	Wandsworth
Inspection number	953132
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	36
Number of children on roll	44
Name of provider	Nightingale 1 Montessori Nursery Ltd
Date of previous inspection	not applicable
Telephone number	079598567210

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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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