

Chantry Hall Montessori Nursery

135 Alexandra Park Road, London, N22 7UL

Inspection date

Previous inspection date

25/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- High regard is given to supporting children's language and mathematical skills. Staff are skilful in encouraging children to suggest ways to solve problems they encounter.
- Babies and children are nurtured well and thrive in welcoming surroundings. They develop strong attachments with attentive and caring staff who sensitively develop children's emotional wellbeing.
- Children make good progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities and resources.
- The management team share a strong commitment to the continuous development of the nursery's practice. They have high expectations of staff and children, which helps to drive improvement.

It is not yet outstanding because

- Opportunities for outdoor learning do not always match the learning and challenge provided inside.
- Children do not have access to a wide range of resources to support their understanding of information and communication technology, in preparation for the next stage of 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 observed the children's activities and staff's interaction with children.
- The inspector held meetings with the head director, children's key persons and other staff.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the nursery's policies and procedures and staff's records.

Inspector

Yasmine Hurley

Full report

Information about the setting

Chantry Hall Montessori Nursery registered in 2013. It is one of four settings run by a private individual and operates from a purpose built, three floor building in Muswell Hill in the London Borough of Haringey. An enclosed outdoor play area is available for outside play. The nursery provision follows the Montessori teaching ethos. The nursery is open Monday to Friday 8am to 6pm for 46 weeks a year. Children attend for a variety of sessions. The provision is registered on the Early Years Register and there are currently 46 children on roll. The nursery receives funding for the provision of free early education for children aged three and four-year olds. The nursery supports children who speak English as an additional language. The nursery employs 16 members of staff, all of whom hold relevant childcare qualifications including two members of staff who hold Early Years Professional Status and one member of staff who holds Qualified Teacher Status.

What the setting needs to do to improve further

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

- enhance children's learning by planning further opportunities for them to explore and be creative outdoors

- increase the use of information and communication technology resources to strengthen children's understanding of the world.

Inspection judgements

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

Staff care for children very well in this welcoming, inclusive and children-centred nursery. They have a clear understanding of how to meet the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. There are good systems in place for monitoring children's progress towards the early learning goals. Therefore, they enable children to make good progress. Staff plan stimulating and exciting activities in all areas of learning and have developed effective planning methods, which take full account of each child's individual learning needs and interests. As a result, children are keen to learn. Key persons observe and assess children and clearly identify children's achievements and their next steps of learning. Parents are encouraged to contribute towards their children's ongoing assessments. They use a daily two-way diary and discuss with their child's key person the progress their children have made at home. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning. Staff support children learning English as an additional language well. They ask parents for key words in children's home languages

to help them communicate effectively with the children. Consequently, all children, especially those learning English as an additional language, make good progress from their starting points.

Staff use good teaching strategies to support children's language and communication skills throughout their daily activities and routines. For example, children show a love of books as they pick up a favourite and take it to staff saying the name of the story. Children then sit down, turn the pages and point their fingers to the pictures as they retell the story in their own words. Staff support children's communication and language exceptionally well, asking useful questions to make the children think and extend their vocabulary further. They teach children sounds and rhymes through singing songs and circle time. Staff extend older children's literacy skills further helping them to write their name, as well as basic words. Babies and toddlers benefit from very attentive staff. Babies smile and laugh in response to staff's constant chat, which supports their early social skills. They also enjoy listening to songs and rhymes with repetitive phrases to reinforce their language.

Staff use good aspects of the Montessori approach in their teaching. Children use the Montessori resources, investigating numbers, space and shapes, and using the traditional wooden resources to practise counting. These are easily accessible from the low-level shelves. For example, children complete puzzles, count wooden rods and work out simple calculations. Staff teach children to use mathematical thinking throughout their play such as counting the tentacles of an octopus when they are categorising animals into different sections. Older children can recognise and write numbers up to 10. These activities help children to build good skills for their future lives.

Children enjoy good physical activities both indoors and outdoors and in all weathers. They use a variety of equipment such as wheeled cars, construction bricks, climbing frame and balancing blocks to practise and extend their physical skills. Babies learn to walk and climb as staff support them to access resources such as push along buggies and small cars. These experiences enable children to be active, climb and balance. However, although children enjoy playing in the garden, there are few resources to further support children's development in some areas of learning. For example, staff do not provide them with resources outdoors, to help children who have active learning styles and like to be outdoors, to develop their creative skills such as drawing and early writing. In addition, there are no resources outdoors for children to develop their exploration skills such as learning about living things.

Staff provide children with a wide range of exciting sensory play activities to support all areas of development. For example, children discover shape, size and weight as they explore with play dough while creating interesting sculptures. Staff place interesting items and artefacts around the nursery, which inspire children and initiate conversations as they play. For example, bowls of shells, beads and displays of seeds, plants and reference books on nature. Staff encourage children by joining in and offering lots of praise. Babies explore and investigate everyday objects while playing with treasure baskets. They show an interest in simple mechanical toys to enable them to have first-hand experiences and challenges, such as press button toys and books. However, resources to enable children to strengthen their understanding of everyday technology, such as information and communication technology equipment, are not extensive. Children develop a good

awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources including books and maps and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others.

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

Children establish secure attachments with their key person and have settled well, because staff meet their individual needs. They are confident and have a strong sense of belonging. Babies and toddlers are very confident to explore their surroundings as they successfully move around the furniture and play with toys that they find at their level. This helps strengthen children's confidence and independence. Children work exceptionally well independently and with other children, showing good negotiation and cooperation skills. Staff manage children's behaviour very well. They are positive role models and speak to the children and each other calmly and with respect. They explain their expectations and offer meaningful praise and lots of encouragement. As a result, children behave very well and show a good awareness of responsibility within the nursery. This helps promote children's well-being and prepares them for their future move to school. Children confidently make choices about their play, put items back when finished and clean up after themselves. Children learn how to keep safe as they participate in regular fire drills that allow them to learn what to do in an event of emergency.

Staff teach children the importance of having a healthy balanced diet and regular exercise. The nursery employs a cook, who prepares nutritional meals using fresh produce. Meals are positive occasions as staff encourage children to enjoy the good range of healthy food and offer kind and gentle support when needed. Staff are aware of children's dietary restrictions and support their individual needs by preparing healthy alternative meals. Staff follow consistently good hygiene practices to promote children's well-being. Children are encouraged to independently use the toilet and wash their hands, using the small low-level sinks at appropriate times of the day. This helps children to develop the skills needed for when they go to school. Staff ensure that children are physically active in all weathers and benefit from trips to the local park. This helps children to enjoy the fresh air and exercise as part of a healthy lifestyle.

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

Management meet all the requirements of the Statutory framework for the Early Years Foundation Stage. They take positive steps to safeguard children's welfare. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff have good knowledge of safeguarding procedures; they are aware of the potential signs, which may trigger concerns about a child's welfare and the procedure to follow in the event of any concerns. Management and staff make children's safety a priority. Risk assessment procedures are implemented to ensure equipment and play areas are safe from dangers. This helps staff to promote children's welfare effectively.

Management implement comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents.

Management strengthen the team by the hands-on approach of the Head Directress and the links with the other nurseries in the group. This leads to shared good practice to improve overall outcomes for children. Management supervise staff regularly and this helps them to spot any issues related to performance. They have good systems in place to provide targeted support to staff to improve performance. The manager ensures that regular supervision meetings take place and this helps to maintain the good standards and practice across the nursery. As a result, effective self-evaluation procedures are in place, which include the views of staff, parents, children and other interested partners, such as advisory early years development workers.

The partnership with parents is strong. Regular parents' meetings enable the parent and key person to discuss the child's development and agree next steps. Parents value this partnership greatly and comment on how their children are happy and all staff are friendly and caring. Staff have established good relationships with other external professionals and agencies. They have a good awareness of the importance of working with other day care settings who may have care of the children and this helps them to provide consistent care.

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	EY468774
Local authority	Haringey
Inspection number	937952
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	46
Name of provider	Norfolk Lodge School Ltd
Date of previous inspection	not applicable
Telephone number	02084471565

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

