

Lemon Tree Montessori

Inspection report for early years provision

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Inspector Pamela Paisley

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Lemon Tree Montessori opened in 2005 and moved to new premises in 2006. The Nursery operates from one room and a hall in church premises, located within the London Borough of Croydon. Children mainly come from the local area. The nursery opens Monday to Friday from 8.15 to 16.00 during school term time. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register to care for a maximum of 40 children aged two to under eight years at any one time. There are currently 50 children in the early years age group on roll. The nursery employ 10 members of staff, of whom nine hold an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective steps are taken by the nursery to evaluate its provision for children's welfare, learning and development. The nursery's policies and procedures are effective and inclusive for the children who attend. Staff ensure that the learning environment and resources are available to all children and they are committed to working in partnership with parents and others to meet each child's individual needs. Regular meetings and effective monitoring of children's achievements helps ensure all children are continually making good progressing their learning.

What steps need to be taken to improve provision further?

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

- ensure all electrical sockets are inaccessible to children
- ensure an accurate record is kept of visitors on the premises.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good knowledge of safeguarding issues. They recognise their role and responsibilities and know how to implement child protection procedures. Children benefit from a well-organised and stimulating learning environment. A good range of equipment and resources are available and are suitable for the ages of children attending. Good procedures are in place to ensure equipment is safe and well maintained. Children access their own resources independently across the provision, which helps to develop and sustain good levels of independence. Monitoring and self-evaluation of the nursery is very reflective of

what they want to achieve. The nursery places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently at all levels. Staff are highly effective in ensuring that all children are well integrated. They are highly successful in taking steps to close identified gaps in children's achievements. Staff have exceptional knowledge of each child's background and needs, which ensures that every child receives high levels of support at an early age. The nursery has very positive relationship with parents. They are very much involved and contribute their views and suggestions. These are actively taken on board and developed to enhance the provision and improve outcomes for children. Parents are very well informed about all aspects of their children's achievements, well-being and development. Former parents have given very positive feedback about the service provided. They were extremely happy with the care and education their children received while at the nursery.

The setting is very committed to working in partnership with outside agencies; these include language therapists, Croydon Early Intervention Team and schools where children go on to attend in the future to ensure information is regularly shared and used to promote children's achievement and well-being. Well documented policies and procedures are in place and shared with parents. Clear and precise records are kept of all staff and children, although details of visitors on the premises are not always accurately documented. Regular risk assessments are carried out to minimise risks, although electrical sockets are not inaccessible to children. Since the last inspection the nursery have updated their complaints policy and procedures in line with new requirements and improved nappy changing arrangements. The outdoor play area has been developed, in order to support children's learning across all areas of the curriculum. Staff work together very well and evaluate their practice all the time. Staff performance is monitored and assessed both formally and informally. Ongoing training is identified to further enhance their knowledge and skills. Staff are fully involved in the planning and evaluating of activities and take the lead role in specific areas.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and enjoy their time in the setting. Staff have a secure understanding of how young children learn and progress. They use their good childcare knowledge and experience to provide well planned activities; these take into account children's individual needs and help them make very good progress. Staff carry out thorough assessments and observations. The information gained is used effectively to guide them in planning for children's next steps of learning. Staff provide a stimulating and welcoming environment where children have a very good attitude to learning. The activities and experiences provided are well matched to children's needs and interests. Children have good opportunities to use sensory materials, such as drawing letters in sand and using sandpaper letters. They learn words and sounds through looking at letters in print and learning phonic sounds. Older children are able to write recognisable letters and words. There is labelling around the nursery and marking make is encouraged in all areas of play. Children are making good progress in their communication language and literacy. Children

are able to explain themselves well and have opportunities to explore languages, such as French. Children have good access to equipment and resources that promote problem solving, reasoning and numeracy skills. Children use number rods, sandpaper numerals, number puzzles, clocks and are learning how to recognise different shapes. Children are able to match beads on a number-hanging frame, which helps them to develop mathematical concepts. They are gaining good levels of independence, as they help themselves to drinks from a mobile trolley. Children who stay for lunch bring a packed lunch. Lists of healthy options are given to parents to encourage children to make healthy decisions about food they eat.

Children explore sound and rhythm as they play a wide range of musical instruments to different types of music. Children have good opportunities to explore life cycles of living things. They had the chance to see tadpoles turn into frogs and caterpillars transform into butterflies. Children are able to grow spinach, lettuce and various plants, giving them an insight into how things grow. They are learning about different seasons and often go on nature walks through woodlands where they can collect leaves, branches, conkers and acorns and make rain makers. Children regularly take part in role play and have opportunities to use different equipment and play materials to create a travel agent, super market, hair dressers, restaurant, launderette, post office and home corner. Creative materials such as paint, straws, paper, tissue paper, card and glue, sand, water, paints and chalk are readily available. Malleable materials are also accessible so children can experiment and explore with different media. Children take part in daily physical exercise. They enjoy playing outdoors where they can ride a wide variety of bikes and scooters, play ball games and use climbing frames and slides. Children have an annual sports day where they take part in several events such as running along ladders and races using wheel barrows, pushchairs and egg and spoons. They are gaining great confidence in dressing themselves. They have opportunities to use paintbrushes, crayons, practise pouring, transferring, opening and closing, threading and plaiting for developing their fine motor skills. Children have great opportunities to learn about the world around them as they investigate world maps and globes. Children are becoming increasingly aware of diversity. They celebrate festivals and have access to an extensive range of resources, play opportunities and activities that reflect diversity and acknowledge cultural differences.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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