

Bright Sparks Montessori School

Bright Sparks Montessori School, Garden Flat, 142 Sinclair Road, LONDON, W14 0NL

Inspection date

Previous inspection date

07/10/2013

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

- The manager and staff have a thorough knowledge of the learning and development requirements and an exceptional understanding of how children learn. This means that children make excellent progress in their learning and development.
- Children's safety and security are of paramount importance. The manager carries out stringent and extensive risk assessments inside and outside of the nursery. This ensures that children are very well protected at all times.
- Highly effective and frequent communication with parents ensures that children's learning needs are identified from the beginning and are supported throughout their time at the nursery. Parents' views and opinions are constantly sought, which ensures that all children's needs are successfully met to the highest possible standard.
- The manager is committed to continually developing and enhancing her service. She effectively monitors the practice and professional development her staff. As a result, she is able to provide a rich and varied programme of experiences that provide effective challenge for children in all areas of 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.

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 activities in the playrooms and hallway.
- The inspector spoke with the manager and staff.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies and procedures, risk assessments, children's progress records and all relevant documentation.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Jenny Forbes

Full Report

Information about the setting

Bright Sparks Montessori Nursery School opened in its current premises in 2010. It registered under new management in January 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the lower ground floor of a large Victorian house in a residential area of Shepherd's Bush within the London Borough of Hammersmith and Fulham. The nursery is accessible by ten steps into the lower area of the premises. There is an enclosed area available for outdoor play.

The nursery employs two members of child care staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday during school term time from 8.30am until 4.15pm. Children attend for a variety of sessions. There are currently four children attending who are in the early years age group. The nursery provides funded early education for three and four year old children.

What the setting needs to do to improve further

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

- review arrangements in the garden to enable children to continue to enjoy their learning experiences outdoors all year round.

Inspection judgements

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

Children thrive in this inspirational nursery school. The manager and staff have an excellent knowledge of the learning and development requirements and their practice is exceptional. They have an expert understanding of how young children learn and provide highly effective activities and experiences to extend their learning in all seven areas. Staff's knowledge and understanding of the Montessori method of teaching they employ is superb. Staff carry out frequent observations and assessments of children's learning to inform planning for the next steps in their development. Information gathered from parents prior to admission help staff to identify children's starting points and interests. This ensures that children make exceptional progress from the beginning of their time in the nursery. Staff involve parents in all aspects of children's learning and development by providing them with highly informative two-way communication books and they discuss the children's progress at regular parent meetings.

Detailed learning journals demonstrate how children are developing over time and their assessments are supported by the use of exceedingly effective tracking documentation

where next steps are continuously highlighted and monitored. Staff have extremely high expectations of the children as they plan an exciting variety of activities and experiences, supported by an extensive range of excellent high quality Montessori resources. Children enthusiastically make choices over their play and learning indoors, as they confidently select resources from the low-level storage units available to them. Resources are clearly labelled to enable children to easily self-select and an extensive range of interesting books is constantly available. Children lead their own play and staff support them to extend and reinforce their learning. For example, children develop the fine muscles in their fingers as they stretch elastic bands over a pin board. Staff extend the activity by introducing mathematical concepts such as shorter and longer, and describe how they are matching colours.

Staff constantly engage children in conversation and ask open-ended questions promoting their communication and language development. Children confidently describe the characters in the books they have brought from home to other children at 'show and tell' time. They learn about the world as they place pieces on a world puzzle and sing the names of the continents. Children label the pieces trying to recognise how the words are formed; short words and long words. Children ask intelligent questions about the layout of the map on the puzzle and staff show how it compares to the continents on a globe. Children learn more about the world on their nature walk to the park where they collect leaves to make an autumn collage. Children have frequent access to the nursery garden in the summer months where the indoor activities are taken outdoors. However, the garden is not used as well used in the winter months as there is no shelter from the elements. This slightly reduces opportunities for children to access all areas of learning outside.

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

Children form close, positive and excellent relationships with their key person and other staff at the nursery. Children demonstrate a supreme sense of security because staff work closely in partnership with parents to ensure they receive continuity in their care and learning. Home visits help children become familiar with staff and short visits to the setting with their parents help children to start to build on the relationship that helps them to settle very quickly. Photographs of family members in the hallway of the nursery and a labelled place to keep their belongings ensure children feel welcome and valued. They feel totally safe and secure and consequently they behave exceedingly well. Staff are superb role models for the children. When children come in noisy and boisterous from their nature walk staff speak in whispering voices, which has the effect of calming and quietening the children. This helps children to settle down and focus again on their play and learning. Children's self-esteem is promoted as they are praised for every achievement.

Children are particularly safe when out. They wear high visibility waistcoats and learn to cross the road safely at an appropriate place. They learn to keep themselves safe as staff guide them to use the steps carefully on their return from their outing. Children learn independence as they take off their coats and boots and hang them on their pegs. Children are encouraged to manage their own personal care needs and they wash their hands and use paper towels for drying, preventing cross-infection. Children learn the

importance of a healthy diet as they bring in fruit and vegetables from home to serve for their snacks and bake brown bread rolls. They independently cut up the food and share it with their friends. Children have superb opportunities to play in the fresh air and exercise in the local parks and they learn karate from a professional teacher.

Staff provide a highly stimulating environment where children can flourish. The caring, nurturing staff teach children patience and cooperation supporting their personal, social and emotional development. When children want to play alone, friends understand and give them space. A substantial array of attractive, high quality resources are easily accessible to children and stimulate their imagination. For example, children take chiffon scarves and place them around the edges of a mat; they place an upturned basket in the middle and say 'it's a hill'. They concentrate hard as they stand back to survey their creation and decide it is unfinished. They add more resources and, when satisfied with the result, they tidy it away.

Robust risk assessments are carried out to ensure children are kept safe and secure. External doors are kept locked when children are in the nursery and all visitors' identification is checked. Fire drill procedures are carried out regularly and ensure that children and adults know what to do should an emergency occur. Thorough daily checks ensure that any hazards in the children's environment are removed or minimised. Staff understand fully the importance of preparing children well for their next stages in learning and the transition to school. Children learn to sit still, listen and participate in group sessions. They learn to respect and cooperate with other children and adults and learn kindness and consideration to others.

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

The leadership and management of the nursery are outstanding. The manager has an extremely thorough knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and the Montessori method of teaching, and she is extremely well organised. She is well qualified and has considerable experience of working with young children. She is clearly dedicated and passionate about her work and this is reflected in the praise and admiration she receives from the parents of the children in her care. Staff carefully plan for children's learning by incorporating their interests and their identified next steps, whilst at the same time being flexible and offering children choices. Children's learning is extremely well documented and parents are kept fully aware of their children's development through regular daily feedback and termly meetings. Parents are able to contribute their own observations of children's learning at home by using a communications book that passes daily between them and the nursery. Partnerships with parents are exceedingly strong. Parents are invited into the nursery to work with their children once every term and attend karate-grading meetings. The nursery provides newsletters, online photographs of the children secured with a password, a travelling mascot to share children's adventures at home and a suggestion box for parents to leave their comments.

Staff are extremely well supported through weekly team meetings and individual supervision and appraisals. Staff practice is closely monitored and all staff are offered regular opportunities for training and professional development. Recruitment procedures are robust and new staff receive a full induction and mentoring support. A thorough self-evaluation takes into account the views of parents, staff and children. For example, children are provided with cards bearing happy and sad faces, which they stick to resources to show their likes and dislikes. If a resource proves to be unpopular it is removed and a more exciting or interesting resource is introduced in its place. There is a committed drive for continual improvement. The manager ensures her self-evaluation is rigorous by monitoring practice. She keeps records of daily evaluations of activities and practice in a reflective practice file where areas for improvement are frequently assessed.

Safeguarding is of paramount importance to the manager and staff and all staff are trained to a high standard. There are highly effective measures in place to protect children. Policies and procedures are regularly reviewed and shared with parents. The nursery strives to offer care that is accessible for all and is proactive in presenting activities and experiences that reach across a variety of cultures. The manager builds successful relationships with other professionals in the local area and receives support and information from the local authority. Children are extremely well prepared for school. The nursery rooms are organised into areas to support children's development in all the seven areas of learning and the development of early mathematics and literacy are encouraged through imaginative resources and sensitive teaching. Children are active and creative learners, full of confidence and are motivated to learn.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY459767
Local authority	Hammersmith & Fulham
Inspection number	903069
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	4
Name of provider	Bright Sparks Montessori Limited
Date of previous inspection	not applicable
Telephone number	02073714697

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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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