



# The Pavilion Montessori School

Inspection report for early years provision

**Unique Reference Number** EY318489  
**Inspection date** 04 July 2006  
**Inspector** Sarah Street

**Setting Address** The Pavilion, Trowlock Way, Teddington, Middlesex, TW11 9QY  
**Telephone number** 020 8943 5476  
**E-mail**  
**Registered person** Susan Dann  
**Type of inspection** Integrated  
**Type of care** Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

The Pavilion Montessori School is privately run. It opened in 2005 and operates from five rooms in a cricket pavilion in Teddington, Middlesex. The pre-school is open each weekday during school term time. Morning sessions run from 09.15 to 12.15 and afternoon sessions run from 13.45 to 15.45. All children share access to an outdoor play area.

A maximum of 40 children may attend the pre-school at any one time. There are

currently 66 children aged two to under five years on roll. Of these, 35 children receive funding for early education. Children come from the local community. The pre-school currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 11 staff. Of these, seven hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have regular access to fresh air as good use is made of the outside area. Many of the activities including planting, art activities and construction play take place outside. Children confidently develop their large muscle skills as they use the climbing equipment, play with balls and take part in large group parachute games.

Children begin to understand about the importance of good hygiene as staff prompt them to wash their hands before and after snack time and messy play. Access to hot water, liquid soap and paper towels ensures this takes place effectively. Staff minimise the risk of children's exposure to cross infection as they have good hygiene practices. The written policy clearly informs parents when children who are unwell must not attend.

Children develop their understanding of healthy eating as they happily eat their daily snack of fresh fruit. Children who have specific dietary needs only have food which is suitable as staff closely monitor this. However, children sometimes become thirsty. They do not have access to water at all times as drinks are only readily available at snack time.

Distress to children following an accident is minimised as many staff have had first aid training. Some staff have additional training in the use of medicines which require technical knowledge. This means children with severe allergies can attend. The clear recording of accidents and the sharing of these records with parents enable them to watch for any further symptoms which may develop.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play safely and freely due to the vigilance of staff. For example, close supervision and safety gates prevent unsupervised access to the outside area and staff ensure that younger children do not have access to unsuitable toys. Written risk assessments are relevant to the setting and demonstrate that the setting identifies risks and takes effective action to minimise these.

Children play in clean premises and use toys and equipment which are plentiful and

in good condition. Children make choices about what they play with as they confidently select from the shelves.

Staff are able to take action to protect children from possible abuse as they have a clear understanding of the signs and symptoms of abuse. They are aware of their responsibility to refer any concerns. The referral procedures are accessible which means the setting can take prompt action.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Enthusiastic children enter the setting, greeted by warm and friendly staff. Children quickly separate from their carer and any children who are upset promptly receive support from staff. Children happily settle to play as they confidently choose from a stimulating range of activities which interest them. Children freely move around the setting which ensures they can change their type of activity. Staff support the children and help maintain their interest as they sit and support them. For example, when playing with play dough staff involve themselves in making items for the make believe shop and then talk to the children as they buy items. Throughout their time in the setting children play happily and calmly.

Children have good relationships with staff and each other as they often approach staff for conversations or help. When playing with their friends children warmly welcome a child who asks if he can play.

The quality of teaching and learning are good. Children make good progress as staff plan a variety of activities which promote children's learning. Children are engaged in a meaningful range of activities each day which support their learning across the six areas of the Foundation Stage. Staff competently plan topics which cover several of the areas. For example, when exploring planting and growth children count the beans, sequence growing puzzles, work as a team to re-plant the beans as they get bigger and use their imaginations to act the story of Jack and the beanstalk. Staff use their clear knowledge of what the children can do to provide activities which provide sufficient challenge for each child. However they do not show how they use this information to inform the future planning. Staff effectively extend children's learning as they discuss why things happen and introduce new words. For example, a child comments that the sand is dry and needs more water. Staff discuss this telling the child how the sand absorbs the water.

Children make very good progress in all areas of learning. They are very confident and happy to stand and talk to a large group. At registration time many children show what they have brought for the nature table. Children concentrate very well. They have good self help skills and work together effectively. For example at tidy up time several children roll the rugs and put them away. Children develop their sense of belonging as they proudly take part in a singing concert for their parents. Children enjoy looking at books which they often do without prompting. They handle books carefully. They listen well to stories and are able to re-tell favourites. Children have good language skills and regular conversations with staff and each other help them develop their vocabulary. Children have good pencil control and many children can

trace or write their names and recognisable letters. Children have opportunities to listen to the sounds letters make and confidently discuss this. For example, when talking about which letter Monday starts with many children then discuss what else starts with the same letter. Children are very confident when working with number. They are able to count, recognise numerals to 10 and state how many more there will be if one is added. For example, they count how many children are present and then state how many there are altogether as someone has left the room. They use problem solving skills to complete puzzles, name and match shapes and discuss size. The celebration of festivals helps children learn about cultures and beliefs different to their own. Children regularly explore the environment as they go on outings to observe the change in seasons, and bring in items for the nature table. They learn about everyday technology as they explore torches and calculators and use a computer roamer to make predictions. Children happily use their creative skills and imaginations. They paint, design and make two and three dimensional pictures and models using construction toys and art materials. They enjoy music and happily sing songs and use instruments to explore the different sounds. For example, during the concert the children concentrate as they play their instruments quietly and then laugh as they play them loudly. Children competently develop their small muscle skills as they use the wide range of Montessori equipment including droppers and tweezers, fit puzzle pieces, roll and cut play dough and fit pegs into boards.

### **Helping children make a positive contribution**

The provision is good.

Children feel valued as staff are aware of individual needs and take time to support these. Staff help children feel good about themselves as they often praise or thank them for their contributions. For example, staff thank a child who completes the daily calendar. The displaying of the children's work in the setting help children develop positive self esteem. Children who have specific needs receive good support which enables them to participate in the group and make progress. For example, staff used sign language for a child who was new to the group and had difficulty communicating. Children have access to books and posters which give positive images of culture, gender and disability. However there are not enough imaginative resources which reflect culture and disability.

Behaviour is very good. Children are polite and learn about good behaviour as staff are positive role models who consistently and fairly manage behaviour. Children learn about the need for codes of behaviour. Staff remind them to put their hand up if they want to speak saying no one can hear if they all shout out.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Informal daily chats and evening meetings enable parents to discuss their child. Regular newsletters keep parents up to date. Parents receive clear written information about the aims and objectives of the setting. Feedback from the parents indicates they are very happy with the setting. Comments include staff are very caring and approachable, the setting is very stimulating and the dedication of the staff is special.

Parents whose children receive funding for early education receive meaningful information about the curriculum. This includes examples of how the setting introduces learning during the children's play. For example, weekly cookery sessions introduce simple technology and the calendar shows real numbers. Parents are aware of the topics as they are included in the newsletters. However the weekly plans are only on display in the kitchen and parents cannot access them. This means that parents cannot use information in the plans to further support their child's learning at home. During discussion at parent's evenings and informal chats parents receive clear information about what their child can do. However the setting does not ask parents to be involved in making decisions about their child's next stage of learning. Parents state they are very happy with the progress their children make commenting they are well prepared for school and children learn about things they do not cover at home.

## **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. The high staff to child ratio means that all children receive good support. The deployment of staff in each room enables the children to move freely and make choices about where they play. The clear recruitment procedure ensures that staff working in the setting are suitable to do so.

All legally required documentation which contributes to children's health, safety and well being is in place. It is all accessible, neat and stored in a confidential manner.

Leadership and management are good. Staff are led by a manager who communicates effectively with the team. The manager works directly with the staff which enables her to monitor the quality of care and education children receive. The allocation of time for planning and appraisals when the children are not present supports the team in working well together. The manager ensures she keeps up to date with current practice as she regularly attends courses, encouraging and supporting her staff in doing the same.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure drinking water is available at all times
- make children have regular access to imaginative resources which give positive images of culture and disability.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- demonstrate how observations are used to inform the planning
- ensure parents have access to the plans and develop systems which enable parents to contribute to decisions about their child's next stage of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)