



## MMI Pre School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY303578
<b>Inspection date</b>	11 October 2006
<b>Inspector</b>	Janet Sharon Williams
<b>Setting Address</b>	MMI House, 142 Mitcham Lane, London, SW16 6NS
<b>Telephone number</b>	020 8769 5555
<b>E-mail</b>	
<b>Registered person</b>	Modern Montessori International
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Modern Montessori International pre-school centre was registered in 2005. The nursery operates from a converted three storey house. Children are accommodated in three rooms, one of which has been divided into four rooms. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 21 children on roll, aged from one year to under five years. Two of the children are receiving funding for nursery education. The centre currently supports a number of children who speak English as an additional language.

The centre employs eight staff. Seven, including the manager, hold appropriate early years qualifications and one staff member is currently working towards an NVQ level 2.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health is promoted as staff practice hygiene routines. For example, disposable gloves are worn whenever food is being served and when nappies are being changed. Tables and other surfaces are cleaned regularly. Older children learn about washing hands after using the toilet and after outdoor play. However younger children's hands are not always washed before meals.

Children receive good care when they are unwell, effective procedures are in place for recording accidents and medications administered. All staff have a current first aid certificate.

Children are provided with satisfactory healthy meals, prepared and cooked by a staff member. For instance, breakfast consisting of cereal and milk and an afternoon hot or cold tea served with fruit, vegetables or yogurt. However, staff members do not have a food hygiene certificate. Parents provide children's lunch which is warmed up by staff. Children do not have access to drinking water throughout the day. Their individual dietary needs are known to staff which includes allergies, likes and dislikes.

Children have the opportunities to become physically active helping to develop their skills. They regularly use the outdoor area for ball games, wheeled toys skilfully, pedalling and pushing bikes and enjoying the climbing frame. Children's sleep is facilitated, they sleep according to their need.

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

The provision is satisfactory.

Children play, sleep and eat in a satisfactory safe and secure setting. Staff follow secure procedures for recording attendance, the arrival and departure of children, staff, or visitors to the premises. There is a risk assessment in place. For example, the premises is checked indoors and out. Also toys and equipment to ensure that they are safe and in good condition and fire and emergency evacuation procedures are maintained and practised. However, a few sockets not in use are not covered and the kitchen and stairs to the top floor of the premises are accessible to the children.

Although there is a sufficient amount of space for children to move comfortably and independently, not all the group rooms are used effectively and creatively. For example, staff do not organise the downstairs play area, allowing children to move around safely, freely and as individuals. They have access to limited range of resources to create a stimulating environment. However, some rooms have an appropriate range of toys and equipment; they are easily accessible to children who can select toys and equipment that interest them; to put on the low tables or floor to work with and helping to promote their independence and social skills.

Children are kept safe and gentle reminders help children learn about safety within the setting or outdoor play. Children are well protected from abuse or neglect as staff have a clear

understanding of child protection issues and procedures. This also includes allegations made against staff.

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

The provision is satisfactory.

Children are happy and relaxed. They gain confidence through consistent routines and close relationships with caring staff that are aware of their individual needs. Some children progress in their learning because staff plan an appropriate range of activities both indoors and out, which cover all areas of their development which also includes the Birth to three matters framework and the Foundation Stage. For example, older children show an interest in books and love listening to the stories read by the staff members. Younger children enjoy mark making with corn flour and use their senses as they play in the sand and water. Staff talk about encouraging children's language through singing songs and rhymes and their creative skills through drawing and painting. The impact of these are clear through staff's written observation of children's progress and what they can do.

Children's relationship with adults and their peers are good. Some staff interact with the children while they play. However, they do not frequently talk to the children or ask them challenging and open ended questions to make them think. Children also benefit from a range of interesting and enjoyable experiences through outings to an aquarium and animal farm.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff provide a balance of activities that support all the aspects of the Foundation Stage curriculum. Children are able to work on their own, in small or large groups together with the younger children. Each week staff plan the activities for the children to do, ensuring there is a balance of opportunities. Children are making satisfactory progress towards the early learning goals. For example, they learn to negotiate well; express themselves in a creative way through painting; explore real and imagined experiences during role play; demonstrate self care, such as dressing and undressing themselves independently and manage their own personal hygiene. Children show an interest in numbers, they sing number rhymes and have the opportunity to recognise and use numbers up to 10. Children benefit from an adequate range of practical activities to promote an understanding of textures, shapes and measurement, for example sand and water play and large assorted bricks and lego. However, activities do not always provide sufficient challenge to extent children's learning, for example, talking to the children about different sizes and dimensions.

Some children are confident speakers, they show an interest; ask questions, such as "what are you doing and why?". Children enjoy story time and listen attentively. However, staff do not always challenge the children to make them think, extend their vocabulary and demonstrate an understanding of the elements of the story. Children are given the opportunity to mark make, as they have access to crayons and pencils.

Staff provide opportunities for physical play outdoors. Children are able to learn about their body as the staff provide fun songs and music that promotes a variety of movement, such as head and shoulders, knees and toes. They learn about living creatures through various topics,

for example different types of fishes under the sea. Although children have access to information of technology this is not used on a regular basis.

Staff have a sound understanding of the Foundation Stage. Written plans are linked to the six areas of learning and clarify what children are expected to learn from activities to ensure effective learning takes place and reflects children's individual needs. Staff make regular observations and assessments of children's progress towards the early learning goals and use the information gained to plan each child's next steps.

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

The provision is satisfactory.

The provision fosters children's spiritual, moral, social and cultural development. Children are learning about their diverse community whilst playing together and by the staff providing a satisfactory range of resources that reflect positive images of people, ethnicity and cultures. They benefit from looking at the pictures around the setting of different people, dressing up clothes and dolls. As well as joining in with the activities, that celebrate and acknowledge different festivals, such as Diwali and Black History Month.

Most children behave well and respond to requests for good behaviour. They benefit from lots of praise and encouragement and from some basic ground rules applied, for example good explanations help children learn right from wrong and teach self discipline. Staff also support younger children in sharing and turn taking. However, some staff are not aware of the behaviour management strategies and are not consistent when managing children's behaviour.

Systems are in place to support children with special needs, although no children with special needs attend at present. The partnership with parents is good. Parents are very happy about the care provided and feel suitably informed about the Foundation Stage and their child's learning. They receive both written and verbal information daily from the staff about their child's day, their welfare and activities completed. Parents find the staff approachable, friendly, caring and helpful. They receive clear information about the care provided from reading the newsletter, parent notice board, posters and the group's policies and procedures in the entrance hall.

### **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. Children play happily in a setting that is welcoming and child friendly. Staff do not always make good use of space and resources to create a stimulating, orderly and supportive environment for children. Children are organised into age-appropriate groups, there is a key worker system in place, management and staff team work well together and ensure that ratios are met at all times. Most hold a suitable qualification in childcare and have the opportunity to attend various training courses. This updates staff skills, understanding and ability to meet children's individual learning needs. There are effective procedures in place for recruiting and vetting new staff. This also includes staff appraisals.

All of the mandatory documentation is in place which contributes to children's safety, well-being and health. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that; children have regular access to fresh drinking water throughout the day; staff are aware of fire evacuation procedures, these procedures are displayed and that fire drills are carried out periodically; the child protection policy include procedures to be followed in the event of an allegation of abuse being made against a member of staff; children are provided with a wider variety of activities which allow them to explore, investigate and handle natural materials; communication is improved with parents by introducing a key worker system and by making details of the curriculum more accessible to them and hygiene standards are improved by staff washing their hands before handling food and encourage children to wash their hands before meals and after playing outside. Most of the recommendations have been satisfactorily addressed to protect the well being of the children.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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 staff preparing and cooking food complete a food hygiene course and that younger children's hands are washed before meals
- ensure that children have regular access to fresh drinking water throughout the day
- ensure that all staff are aware of the behaviour management policy and are consistent when managing children's behaviour

- improve the organisation of downstairs group rooms to all children to move around safely and provide a wide range of resources and play materials to create a more stimulating environment to meet children's needs effectively
- make sure the kitchen and stairs to the top floor of the premises is inaccessible to the children and ensure socket covers are in place

### **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):

- improve activities to sufficiently challenge older children's mathematical and language skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)