

Bright Start Montessori Pre School

Inspection report for early years provision

Unique Reference Number	137278
Inspection date	12 September 2007
Inspector	Rebecca Hurst
Setting Address	Crofton Oak Scout and Guide Hall, Crofton Road, Orpington, Kent, BR6 8JE
Telephone number	07761 677223
E-mail	admin@brightstartmontessori.co.uk
Registered person	Michelle Steadman
Type of inspection	Integrated
Type of care	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.

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?

Bright Start Montessori Pre School opened in 1991. The pre school is situated in Orpington in the London Borough of Bromley and mostly serves the local area. Bright Start operate the Montessori approach to education. They are members of the Pre-school Learning Alliance and have gained an accreditation from them for the pre school.

There are currently 62 children from two and half to under five years on roll. Of these, 50 children receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The group opens five days a week during school term times and some sessions during school holidays. They are open 09.30- 16.00 Monday, Wednesday and Thursday, and 9.30-12.30 on Tuesday and Friday. They also provide 'mini-sessions' for parent/carers to attend with their children between 13:00 and 14:30 twice per week. These sessions are for children and parents to become accustomed to the setting prior to starting the main sessions. On a Wednesday the

setting offers a Drama club from 16.00- 18.00. They also provide French, drama, dance and Pilates classes during the session for the children.

Children are cared for by a total of 14 staff, including the manager; not all staff work every session. The manager and 11 of the staff hold appropriate early years qualifications. Five staff have first aid qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are given daily opportunities to experience physical activities. The children are able to use a climbing frame to practise big muscle movements. Staff are at hand to aid any children that may need help. Once a week the children are able to participate in a Pilates class that is run by a trained teacher. Children are kept safe from cross infection as the staff follow good hygiene procedures which include hand washing, the wearing of gloves when changing children and disinfecting tables before children have meals.

Children are able to thrive, as staff provide healthy and nutritious foods which complies with dietary and religious requirements. However, children's special dietary requirements are not accessible to all staff, as it is stored in a tray, therefore children's health is at risk. Staff actively encourage the children to have extra portions of fruit at snack time and they explain the importance of having five fruit and vegetable portions a day. Children are able to gain independence as they serve themselves meals and drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe from harm as staff follow up to date policies and procedures for safeguarding children. These policies reflect changes that have been made to the local safeguarding children board. All staff are knowledgeable of the procedures to follow, that protect the children in their care from abuse and harm. Children are kept safe as staff ensure daily safety checklists are carried out. Any concerns that are raised are dealt with as soon as possible by the provider. The provider carries out risk assessments for the building and outside areas, these are reviewed on a regular basis.

Children are made to feel welcome in a spacious environment that is ample for the needs of the children. Children are able to practise fire drills on a regular basis, this ensures they are aware of what to do in an event of an emergency. This further protects the children from harm. All toys and resources conform to safety standards and these are checked when they are put away at the end of each session. This allows the children to play with toys that are safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, they make friends and they play well alongside each other and relate well and respond to adults. Children initiate play and take pride in their achievements especially when they have finished their arts and crafts activity. Children take part in a variety of activities and are busy and absorbed in these throughout the session. Children's self esteem is built upon as staff actively praise and encourage their achievements. The children enjoy their time at the

setting and eagerly participate in activities offered to them. Staff set up a range of resources in all areas, so children can develop their learning and explore resources appropriately to enable them to be independent learners.

Children enjoy a sense of belonging as they play well and co-operatively in small groups. Children are able to safely access a good range of toys and play materials. These are stored in appropriate containers that are clearly labelled for easy access and for children to gain independence. Children use toys appropriately because they are supervised by staff, who interact well with them.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress as they are taught by staff who have a strong knowledge of the Foundation Stage and of the Montessori approach. Children have access to a range of well organised activities that cover the six areas of learning, and as a result make good progress towards the early learning goals. Plenty of craft and construction activities help the children to express their feelings through a number of mediums, such as paint and sticking. Resources are stored safely in a range of labelled containers that aid the children's independence.

Simple songs and counting rhymes help children learn about the more complex number properties and the children join in with enthusiasm. Children's learning is progressive as staff ask a range of questions during adult led activities, for example during a pouring activity, a member of staff asks the children if the container is 'full', 'empty' and 'how many containers are there?' This extends the children's understanding of mathematical concepts. Children enjoy a varied range of physical activities, such as Pilates, which is taught by a qualified teacher, dance and balance beams which help the children to learn co-ordination. However, due to stinging nettles in the garden, the staff do not make good use of the outside area.

Helping children make a positive contribution

The provision is good.

Staff are aware of children in the setting that have learning difficulties and/or disabilities. All staff are proactive in working with parents and outside agencies to ensure the continuity of care for the children. Staff make detailed observations on all of the children, these are made available for other agencies to decide what actions need to be taken to aid the children's development. The Special Educational Needs Coordinator ensures all staff are aware of the children's Individual Education Plans and what advice the Speech and Language Therapist's have given to help the children. However, there is inconsistent use of Makaton that allows children with speech delay to communicate with others.

Staff are consistent with their strategies in dealing with the children's behaviour. As a result all of the children are well behaved and listen well to instructions from the staff. Staff work well with the parents and bring in outside agencies, to give talks regarding topics the parents have asked for advice on, such as behavioural management. Parents have found this is beneficial and has helped them at home with their children.

Children are able to learn about diversity and different cultures as the staff display pictures from around the world. Staff plan for the children to learn about different festivals, cultures and different religions. Children are able to taste food from around the world as staff cook

these at the time of the festivals for the children to try. Therefore spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good.

Parents receive annual reports that details their children's progress over the year at the setting. The provider is setting up a system to allow parents to receive newsletters via email. This ensures all parents receive the letters and will also be emailed important dates, such as events at Christmas time. Staff arrange forums for the parents to attend on topics they have requested information on, such as behaviour management. This benefits the children as parents are aware of how to deal with challenging behaviour. At the start of each term the parents receive information on the Foundation Stage and the topics the children will be covering. This allows the parents to be involved in their children's development and to build on the children's self-esteem.

Organisation

The organisation is good.

Children are cared for in a safe environment as the provider ensures all staff are appropriately vetted and suitable to work with children. The provider ensures children are protected from non vetted people by making sure they are not left alone with the children unless they have a suitable CRB check. Children are further protected as staff ensure all policies and procedures are up to date in line with current legislation. All toys and resources are stored in appropriate containers that are easily accessible to the children. Resources are also clearly labelled with words and pictures to aid the independent choices of the children.

Staff ensure all accident and incident forms are filled out correctly. However, some forms are not signed by the parents, resulting in them not being informed about the incident that has happened. Children are cared for by knowledgeable staff that are able to progress their development. Activities are appropriately organised as staff make good use of the available space in the setting. However, staff do not make use of the available outside area due to stinging nettles in the grass area. Children are all familiar with the routine of the day as the staff organise the daily routine well.

The leadership and management are good.

All children are making good progress across the six areas of learning in the Foundation Stage as the staff plan stimulating activities. Staff receive regular training to up date their knowledge, which enhances the children's development. The provider ensures staff are able to progress their own development by holding annual appraisals. Staff receive support from an experienced manager who has concern for all children that are in her care.

Over all the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

At the last inspection the provider was asked to control the temperature in the hot water tap. The provider has made sure the temperature is at a level that is acceptable for the children to be able to use without burning themselves. The provider was also asked to ensure all surfaces within the premises are maintained satisfactorily by re-decoration or industrial cleaning. After the last inspection the provider brought in a company that cleaned the setting thoroughly. The provider was also asked to ensure the children could not access the kitchen. The staff and the

provider ensure the door to the kitchen is kept shut at all times and the children are not able to open the door.

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.

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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 all accident and incident forms are signed by the parents
- improve information on display for children with special diets and allergies

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):

- continue developing the outside area for play and investigation

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