

PAPILLON MONTESSORI PRE SCHOOL

Inspection report for early years provision

Unique Reference Number	509135
Inspection date	24 June 2008
Inspector	Kay Williams

Setting Address	Millhillians Sports Club, Headstone Lane, HARROW, Middlesex, HA2 6NF
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Registered person	D VITHLANI
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?

Papillion Montessori Pre School was registered in 1997. It operates from a sports pavilion at the Old Millhillians Rugby Club in Harrow. The group opens five days a week during school term times. Sessions are from 09.30 to 15.30. Children attend all day or either morning or afternoon sessions.

There are currently 23 children on roll, of these 17 are in receipt of funding. The setting supports children who speak English as an additional language. Although there is no access to an enclosed outdoor play area children make regular use of the playing fields that surround the pavilion.

The setting employs four staff to work directly with the children, all of whom hold appropriate early years qualifications.

The setting receives support from local authority and are members of the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health and well-being is effectively promoted. Children have a good understanding of the importance of good personal hygiene as they explain why they need to wash their hands after they have been outside to play. Their knowledge is extended further as staff encourage them to think about why this important. Children respond with a clear understanding regarding how germs can 'make people sick'.

Children are offered a healthy nutritious snack of fresh fruit and a choice of water or milk to drink. Children enjoy a sociable snack time where they sit and talk with adults and their peers. They reflect on the mornings activities as they learn to pour their own drinks and cut their own fruit.

Children benefit from daily opportunities to play and exercise in the fresh air. They learn to develop and strengthen their muscles as they engage in a range of physical activities including, running, skipping and jumping as they play outside in the playing fields. They are learning to move and stretch their bodies as they enjoy participating in large action games such as 'ring a ring a roses' and 'duck duck goose'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

In the main, children's safety is given good priority. Improved systems for sharing information regarding child protection issues means that children are effectively safeguarded. Staff have a clear understanding of the signs and symptoms of possible abuse and how and where to report their concerns. The well written policy is clearly understood by all staff including how they would respond if an allegation is made against them. Children are further protected as all visitors to the premises are monitored and recorded in the visitors record book.

Children are well cared for in an environment that is child centred. All children have easy access to a good range of resources and play materials which are both safe and well maintained. Staff conduct regular risk assessments to ensure that the premises remain safe and suitable, for instance they check that the outdoor area is free from hazards before the children go out to play. However, there are some cleaning materials on a shelf in the bathroom which some of the taller children could reach. This poses a potential hazard to their safety.

Fire safety measures have been improved. Fire exits are clear, fire officer recommendations have been adhered to and children regularly practise fire drills which are subsequently logged and recorded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time spent in the setting. They part happily from their parents and carers and settle quickly to an activity of their choice. They are familiar with the daily routines and engage enthusiastically during structured sessions such as circle time, as well as enjoying the free flow sessions planned throughout the day. Children are provide with good opportunities to select their own resources and are consequently becoming independent learners who choose

where to play and what to play with. They can choose to create their own paintings, help themselves to dressing up clothes or complete a mathematical puzzle. Children benefit from the positive relationships that they share with the staff and their peers. Staff create a good sense of fun within the pre school.

Nursery Education.

The quality of teaching and learning is good. Staff have sound knowledge regarding the Curriculum guidance for the foundation stage and link this effectively with the Montessori approach to nursery education. Consequently children enjoy a wide range of activities which stimulate and sustain their interests. They are enthusiastic learners who are eager to engage in meaningful conversation with adults. As a result they are confident communicators who are learning to extend their vocabulary, for example, as they discuss the nutritional value of bananas and learn new words such as potassium. They listen attentively at story time and are familiar with the story *Peace at Last* during which they predict the experiences of the main characters. However, the book corner is not well positioned and the lack of comfortable seating limits their opportunities to read books by themselves. Children are competent speakers who willingly stand in front of the group and share their knowledge as they describe the characteristics of the animal that they have chosen to talk about. Children's mark making skills are well supported as they have a variety of opportunities to use writing materials for different purposes. The self registration system teaches them to recognise their own name and older children can recognise the names of other children too.

Children are learning to take care of living things as they water plants and observe their growth. They learn how to build and design as they use a range of resources including construction kits and craft resources such as glue, tape and scissor. Children's sense of creativity is developing well. They enjoy regular opportunities to sing and dance as they delight in performing the Hokey Cokey. They are encouraged to create their own independent art work at the painting easel.

Children are developing confidence with their use of numbers. Counting rhymes teach children to count reliably to ten and often beyond. More structured activities encourage them to write and recognise written numbers, while everyday activities help them to learn to count for a purpose, these opportunities include setting the chairs at the table for snack time. Children have a positive sense of right and wrong as they learn to share fairly and work co operatively. Children are encouraged to negotiate their own needs as they ask each other to adjust their chairs so that all of the children may sit comfortably around the table.

Children are developing a real sense of spatial awareness as they move confidently around the room, carefully moving chairs and rugs to the place where they wish to work. The development of children's fine motor skills is effectively supported, they competently handle tools for sculpting dough, brushes for painting and beads for threading. Children benefit from the well planned opportunities provided for them to practise their gross motor skills. As well as using the settings playing fields the children take regular trips to the local community playground where they learn to develop skills such as climbing and balancing.

Children's progress and achievements are generally well documented. Staff know the children well and establish their prior learning and experiences from the beginning. They observe the children and track their progress as they work towards the early learning goals. However, the observations often relate to groups of children and do not always link directly with the children's individual achievements or indicate children's next steps for learning.

Helping children make a positive contribution

The provision is good.

Children are secure and well settled into the pre-school. The gradual settling procedure and the effective key worker system effectively supports them to develop positive relationships with the staff, this in turn strengthens their sense of security. Children's sense of belonging is affirmed because they have easy access to their own personal belongings. There is a table set aside for them to place the things they have brought from home. They can independently access these objects at any time during the session, and do so, proudly sharing their treasures with their friends. Children are developing a positive sense of personal identity. They celebrate a range of cultural festivals throughout the year and resources reflect positive images of social and cultural diversity. Children who are learning English as an additional language are well supported because books and written materials reflected a variety of different text and children are taught to sing songs in both English, French and Urdu. Consequently, children's spiritual, moral, social and cultural development is effectively fostered.

Staff have sound knowledge of the Special Educational Needs Code of Practice. They know how to support children with learning difficulties and policies and procedures effectively support inclusive practice.

Children are well behaved because staff are calm and gently spoken. The good variety of activities sustains their interest and their efforts and achievements are praised, as a result children demonstrate high levels of self esteem. Children demonstrate real concern for others as they speak reassuringly to children who talk about being frightened of the dark. They are learning to take turns and share fairly as they pass the dough tools around the table. Children are co-operative, together they willingly help to tidy up at the end of the session.

The partnership with parents is good. Parents openly express their satisfaction with the service that they receive. They are well informed about their children's progress through both informal daily conversation and during the twice yearly parent meetings where they receive a written report. Parents are offered detailed information regarding the curriculum that is offered to their children and regular newsletters advise them what children will be learning and ways in which they can support their learning at home. Children benefit from the good relationships that staff have developed with the parents, and they exchange detailed information which effectively ensures that children receive good continuity in their care. Social events, such as sports day and end of term parties further support positive partnerships.

Organisation

The organisation is good.

The leadership and management is good. This well established staff team work well together and are led by an effective manager who offers a positive role model. Policies and procedures are clearly understood by all staff, consequently practice is consistent and children receive continuity in their care and education. Regular team meetings allow staff to plan and evaluate their programme and they have effective systems in place for identifying the settings strengths and weaknesses. For example they intend to review the system for observing and assessing children's achievements. Staff are committed to improving their knowledge by attending a range of relevant training courses.

The setting is well organised and children are comfortable and secure within the familiar daily routines. Staff are effectively deployed and consciously devote their time to working directly

with the children in order to support of extending their learning and development. All relevant documentation is effectively maintained and meets the requirements of the National Standards.

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

Improvements since the last inspection

At the last inspection the setting was judged inadequate and several actions were raised as a result. The setting agreed to notify Ofsted of significant events, accurately record children's attendance, improve staff's knowledge of child protection issues, improve fire safety and establish effective procedures for checking staff suitability.

The setting has made effective progress since the last inspection and has addressed the actions appropriately. Children now benefit from improved fire safety measures, staff are now appropriately vetted to ensure they are suitable to work with children, registers record accurate information and staff have refreshed their knowledge of child protection procedure. Ofsted has been informed of any significant events.

During the nursery education inspection the setting agreed to improve the programme for knowledge and understanding of the world and to develop greater consistency in recording children's progress. Children now benefit from improvements to the education programme and are offered new ways to learn about how things work. The system for recording children's achievements is improving and continues to be an area for development.

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 hazardous substances are stored out of the reach of children

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):

- support children in making more independent use of books and reading materials by making the book area more comfortable and the books more easily accessible
- continue to develop the system for recording children's achievements by observing children's individual progress and linking this more directly to planning for their individual learning

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