

# Paint Pots Montessori School St Johns Hyde Park

Inspection report for early years provision

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<b>Unique reference number</b>	EY369719
<b>Inspection date</b>	13/11/2008
<b>Inspector</b>	Arda Halls
<b>Setting address</b>	St Johns Parish Hall, Hyde Park Crescent, LONDON, W2 2QD
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Paint Pots Montessori School is one of three schools run by Paint Pots Montessori Schools Limited. It initially opened in 2004 and is registered on the Early Years Register as well as the Childcare Register. Paint Pots Montessori School operates from one large room in a church hall in the City of Westminster. The school is accessed by a ramp leading into the building. A maximum of 26 children may attend the school at any one time. The school is open each weekday from 09:00 to 15:30 for 35 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 34 children aged two years to under five years on roll. Children attend from the local community. The school currently supports a large number of children who speak English as an additional language. The school also supports children with learning difficulties and/or disabilities although there are none on roll at this time.

The school employs four permanent staff. All of the staff, including the manager hold appropriate early years qualifications. The nursery uses Montessori teaching methods and also receives support from a teacher/mentor from the local authority.

## Overall effectiveness of the early years provision

The needs of all children are well met through the rigorous manner in which children's uniqueness is recognised. Individual details about children's first language, faith and family background are carefully recorded and well respected. The setting ensures that every child is supported and therefore all children make progress in their learning and development. Partnership with parents is strong and staff reinforce these positive relationships to promote good quality education and care for all children. A process of self-evaluation ensures there is constant improvement of the setting.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- risk assess outdoor growing space to ensure it is free from hazardous substances
- ensure that all members of staff understand the safeguarding policy and procedure

## The leadership and management of the early years provision

Records, policies and procedures are efficiently managed to ensure that the needs of all children are met. Staff are well trained and efficiently deployed to create a good learning environment. However, some staff are not fully aware of their role in

safeguarding children. Risk assessments are constructively used as a means of eliminating the majority of risks to children, although there are minor hazards in the outdoor growing space. Inclusive practice is well promoted to ensure the welfare needs of all children are met regardless of ability or background. There are strong links with parents and local services to promote the integration of care and education. Staff are focused on helping children to make good progress in their learning and development.

Overall children are very happy in their work and play. They are learning good life skills and are learning how to socialise with one another. Adults evaluate the quality of the service they offer building targets into their evaluation. This informs them of any action they must take. In turn, this ensures the capacity of the provision to maintain continuous improvement.

## **The quality and standards of the early years provision**

Children are well supported and progressing towards the early learning goals at a good pace. They are constantly encouraged and praised which makes children confident and self-assured. Children's interests are taken into consideration during planning which means each child is supported as a unique child.

Children are able to access all resources throughout the school with ease as resources are at an easily accessible level. Children are competent as they learn about technology, they use the nursery camera with skill and delight in taking photographs spontaneously throughout the day. They learn to be helpful and enjoy washing down the easel after painting activities.

An open snack bar with healthy eating options is available throughout the morning which means children can choose when to eat and drink. They are learning great skills of independence as they help prepare the snack and pour their own drinks. Following their lunch, children engage in washing up from an easily accessible washing stand.

Children are constantly encouraged to communicate. They enjoy talking to one another developing good language and literacy skills. There are numerous opportunities to experience reading and writing throughout the nursery. Children enjoy writing and comparing their names, they are quick to recognise which letters they share with others. Story reading and telling is held in small and large groups. Children are learning to be good listeners as teachers are skilled at keeping their attention and quick to recognise when it is time for a change.

Children learn about how to have a healthy lifestyle and how to keep themselves safe as they are actively involved in the setting out and clearing up of all the activities. They sing about the parts of the body. They understand why they must put on their outdoor boots, hats and coats on cold days. They are enthusiastic in their play indoors and out and do not hesitate to help put away the outdoor toys when it is time to go inside. Outside play is well organised in an extensive playground in which children have good opportunities to exercise physically and take part in various forms of imaginary play.

Children are fully engaged in choosing their own work which allows them to be independent and active as they set out their activities on small mats on the table. They sing to themselves as they work and play. They demonstrate good co-operation as they are willing to share with others as they finish their work. Children are eager learners. They take part in practical life activities which equip them with skills that lead to greater independence, and improves their fine motor skills, hand-eye co-ordination and sense of order and concentration. Children are making good progress towards the early learning goals with clear starting points identified. This means that all children, regardless of learning difficulties, disabilities or children with English as a second language are able to develop at their own pace.

Children are learning about the wider world through every day activities. They take part in a variety of celebrations. The ethos of the school is that it is important to provide a range of experiences and an environment to instil in children a positive outlook towards people in society whom they may see as different from themselves. A wide range of toys helps to promote positive images of diversity which is reinforced by positive relationships between staff and children. Children are therefore able to develop their understanding of the world and embrace differences.

A good range of policies and procedures support staff to ensure the welfare of the children is of high importance. Staff have a good understanding of promoting safety which in turn means children are able to play in a safe environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

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.