

Paint Pots Montessori School Chelsea

Inspection report for early years provision

Unique reference number

EY369731

Inspection date

02/06/2009

Inspector

Arda Halls

Setting address

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Type of setting

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 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 Chelsea is one of three nurseries run by Paint Pots Montessori Schools. It opened under a new registration in 2008 and operates from a large hall, one portacabin and two classrooms in a community building in the Royal Borough of Kensington and Chelsea. The school is easily accessible from two entrances, with one internal staircase leading into the lower ground floor and gardens.

The nursery is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. A maximum of 45 children aged two to eight years may attend the school at any one time. There are currently 29 children in the early years age group on roll and 21 children present. Of these, 20 children receive funding for nursery education. The nursery is open each weekday from 09:15 to 16:00 for 39 weeks of the year. All children share access to two secure, enclosed, outdoor play areas.

Paint Pots is privately owned by Georgina Hood. Children come from the local community. The nursery currently supports a small number of children with learning difficulties or disabilities and also supports a number of children who speak English as an additional language. The nursery employs four staff. All of the staff, including the manager, hold appropriate early years qualifications.

The nursery is a member of the Montessori Schools Association. The nursery receives support from the Local Authority and the teaching method used is Montessori combined with free play.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their individual learning and development as staff members ensure they have up to date knowledge of the individual needs of children in their care. The provider takes effective steps to improve outcomes for children, which promotes and supports every child's uniqueness. There is a good system for self-evaluation in place, which enables staff members to improve the quality of care and education they provide. The capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

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

- devise an effective system for the assessing and evaluating of children's progress in order to inform the next stage of their learning
- manage more robust activities to ensure the needs of all children are continuously met

The leadership and management of the early years provision

Staff members in the setting demonstrate a good understanding of the Early Years Foundation Stage (EYFS) and work effectively to ensure that its implementation is a positive feature of the setting's development. The provider ensures that all necessary procedures and policies are in place to manage the setting efficiently to meet the needs of all children.

Effective safeguarding policies are shared with parents and clearly understood by staff members, who implement them well to protect children. An effective appraisal system identifies individual training and development needs of staff, which means staff have regular opportunities to take further training. As a result, staff members are equipped with up to date knowledge to support and include all children.

The children play and learn with the support of well deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of stimulating resources both indoors and outdoors. The setting undertakes rigorous risk assessments to ensure that children are safe and play in a hazard free environment; for example, water spillage is quickly mopped up by the children, who understand the dangers of a slippery floor. All areas are regularly checked and levels of adult supervision ensure children's safety at all times.

The setting is committed to working in partnership with parents and carers. There are frequent opportunities for parents to share relevant information with staff to enable them to meet their individual needs. Parents receive comprehensive information about their child's progress and are able to contribute to their children's education as they take part in the educational programme. Additionally, parents have daily opportunities to discuss their child's progress with their child's key worker. Parent evenings are organised well, which enables parents to be proactive in supporting their children's learning at home. Staff members, parents and other professionals work well together to meet the needs of children.

In addition, the setting works with parents and the support of the local authority to ensure that when necessary children gain additional support; for example, if children have specific learning difficulties or disabilities. The setting also uses advisory support effectively as it develops its implementation of the EYFS.

Staff members are fully involved in the self-evaluation process to monitor the quality of care and education and successfully identify and address areas for development. However, observations of children are scantily done and this impacts on the effectiveness of evaluating and assessing children's progress to inform the next stage of learning. Reconfiguring the layout of the classroom has improved the ergonomics of the work space and established a dedicated environment for the under threes. These improvements allow children to explore more fully and promote their independence. Through child initiated activities, children are enabled to have autonomy in their learning environment.

The quality and standards of the early years provision

Children make good progress in their learning. They are supported by staff members who have good knowledge and understanding of the early learning goals. Information regarding children's interests and needs is used well to support children to take the next steps in their learning and development. For example, children who are interested in uniforms use Montessori measuring rods to plan how they will make trousers to fit.

The environment is well planned to promote independence. Children are encouraged to access resources from all areas of learning, for example when they need scissors they are directed to the scissor tray to choose their own. Children work together for extended periods of time building an erupting volcano. They are fascinated watching it as they fill the cavity with vinegar and soda and sprinkle on red glitter to make the lava look hot.

Children enjoy a healthy selection of fruit for snack time. They choose and cut up the fruit followed by washing up their crockery and leaving the table presentable for others. Children waste no time in their busy work cycle as they are efficient at serving themselves. They are beginning to understand the connection between healthy eating and a healthy lifestyle.

Children spend time in the well arranged book corner reading alone and sharing books with others, often retelling the stories through use of pictures. They show respect for books and enjoy story time, although often others are talking loudly near the book corner which detracts from children's enjoyment.

Children congregate in groups for singing sessions. The sessions observed are highly regulated and children spend much of the time following instructions rather than enjoying music.

Children smile and ask for more as they play ring games indoors for physical activity. Outdoors they play on a small slide, which is somewhat crowded in the small play area. Occasionally children hit the wall when they slide, however they enjoy this play and never tire of queuing for their turn on the slide. Children make weapons from plastic hexagons and act out superhero play. Not all children enjoy this play, which causes some distress when the play becomes boisterous.

The setting ensures that child-led activities are promoted for the majority of the time, which allows children to be independent, imaginative and very active in their own learning. Children's all round progress is good; for example, they become confident speakers as they engage in conversations with each other and their teachers. They use a wide range of mark making equipment, such as pens, chalks and paints, which encourage their creative development. They learn simple calculations through songs that they sing and practical everyday experiences. The setting ensures that all children make progress towards early learning goals in relation to their starting points, including those with learning difficulties and disabilities or those who speak English as an additional language.

Planned activities include celebrations of different festivals such as Divali, Chinese New Year, Christmas and Easter. Children have access to a wide range of toys that promote positive images of diversity. They examine globes of the world and discuss the different continents. They take particular pleasure in discussing where snakes might live. Positive relationships exist between the staff members and the children. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences.

The welfare of all children is promoted well as the setting implements its policies and procedures consistently. Children play in a safe and secure environment, and benefit from robust safeguarding arrangements. Appropriate fire detection and control equipment is in place to keep children safe. Staff members understand their roles and responsibilities in the event of a fire and conduct regular evacuation drills.

Children enjoy their time in the nursery as they achieve positive outcomes, become increasingly independent and enjoy their work and play. They are well mannered towards each other and courteous to visitors.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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Annex B: the Childcare Register

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