

Montessori Pre-Schools Central

Inspection report for early years provision

Unique reference number

EY382560

Inspection date

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Inspector

Elaine Marie McDonnell

Setting address

46 Southfield Road, MIDDLESBROUGH, Cleveland, TS1 3EU

Telephone number

01642 252 723

Email

afzalkhushi@hotmail.co.uk

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

Montessori Pre-Schools Central is the second day nursery owner by a private partnership. It was registered in November 2008 and is situated close to the town centre in Middlesbrough. One of the owners of the nursery has been trained in the Montessori teaching method and works in the setting some of the time.

Children are accommodated on the ground and first floors of the building. The third floor holds an office and staff room. Children also share access to an enclosed outdoor play area with safety surface in place. A very small number of children with disability attend the setting. There are currently no children with any learning difficulties or who speak English as an additional language.

Up to 30 children under eight years may be cared for at any one time and there are currently 16 children on roll aged between three months and three years; currently the average attendance is nine. Children aged over eight years are cared for outside of school hours when requested. The nursery operates each weekday, all year round, with the exception of a week over the Christmas period and public holidays. Opening times are between 07.30 and 18.00.

Three members of staff are employed to work directly with the children and all hold appropriate childcare qualifications at Level 2 or above. Additional staff also attend from the provider's other nursery if required.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Children are not appropriately safeguarded as not all staff demonstrate an acceptable knowledge and understanding of child protection issues and the designated person has not attended a training course for several years. The deployment and organisation of staff does not ensure that there is always an adult on duty with an appropriate first aid qualification. These are breaches of regulation. Staff demonstrate a satisfactory understanding of how to promote inclusion, however, the key person system is not sufficiently effective to ensure that all children's individual needs are consistently met. A system of self-evaluation has not yet been introduced, therefore, targets for further development and improvement have not been identified.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that adults looking after children have appropriate qualifications, in this instance, first aid

01/06/2009

(also applies to the both parts of the Childcare Register)(Qualifications, training, knowledge and skills)

- increase some staffs knowledge and understanding of safeguarding issues and ensure that the designated person attends a child protection training course (also applies to the both parts of the Childcare Register) (Qualifications, training, knowledge and skills)

01/06/2009

- improve the key person system to ensure that the individual needs of all children are met (also applies to the both parts of the Childcare Register) (Organisation)

01/06/2009

To improve the early years provision the registered person should:

- ensure that information gained from observation of children's learning and development is effectively used to inform future planning
- develop links with other childcare providers to continue children's learning and progress towards the early learning goals
- introduce a process of self-evaluation as a basis of ongoing internal review and continuous improvement
- carry out regular staff appraisals to identify the training needs of staff
- ensure that accident and medication records contain all relevant information.

The leadership and management of the early years provision

Most records and documentation required for the safe and efficient management of the provision are available and up to date, however, not all accident and medication records contain all relevant information. Several documents, such as the menu, and staff and vehicle details, are kept at the provider's other nursery. However, copies of these were brought to the setting during the inspection. There is a varied range of good policy and procedure documents available to support the management of the provision.

Appropriate recruitment, vetting and induction procedures ensure that adults looking after children are suitable and have appropriate qualifications and skills. However, there is no formalised or effective appraisal system in place to identify staff's individual strengths and training needs. Some members of staff hold appropriate, up-to-date first aid qualifications but the deployment of staff does not ensure that there is always someone on duty with a first aid qualification. Not all staff demonstrate an acceptable knowledge and understanding of child protection issues and the nominated person for safeguarding has not had access to relevant training.

Attendance records and observation indicate that adult-to-child ratios and space ratios are effectively maintained to ensure safety and to meet the needs of the children. However, the key person system is not always effectively implemented, which results in some children's individual learning needs not being effectively

addressed.

There is no system of self-evaluation in place. Therefore, targets for further development or improvement have not been identified. This does not support the capacity to maintain the continuous improvement of the provision. Risk assessments are appropriately conducted and recorded by the manager. Other safety procedures are in place to ensure a safe and secure environment for children.

The setting works well in partnership with parents and carers. Good information about the provision is available to parents and they are kept well informed of their child's achievements and progress. Parents are encouraged to share what they know about their child, particularly when the child first starts to attend. For example, staff obtain information about a child's ability, interests and preferences. However, the setting does not yet liaise with other providers delivering the Early Years Foundation Stage to children in their care.

The quality and standards of the early years provision

The learning environment is attractive, stimulating and helps children to progress towards the early learning goals as there is a varied range of activities and resources readily available to cover all areas of development. Adults support children's learning well by being involved in their play with them. There is a range of planned activities and the quality of planning is satisfactory with some being based around individual children. Planning also includes the six areas of learning and takes into account children's interests. Children's ability and development are appropriately observed and recorded, however, there is no clear link of how the information from observation and assessment is used to inform future planning.

Children are happy and settled in the provision. They enjoy their learning and have a positive attitude towards new experiences. They are observed enjoying outdoor play, climbing and riding on different tricycles. Children also enjoy painting and sensory experiences with play dough and sand as well as listening to stories read by staff. They learn about keeping safe through general discussions, such as when using the climbing frame and when walking up and down the stairs. Children's overall development is well promoted as they receive varied and nutritious meals and healthy snacks. They also learn to adopt healthy habits, such as good hygiene routines, as these are promoted throughout the daily routine. The premises and equipment are also kept clean and hygienic to prevent the spread of infection.

Children have opportunities to make choices and decisions, for example, about what activities they want to play with, and what fruit they want at snack time. They are supported to make progress in communicating, literacy, numeracy, and information and communication technology. They engage in lots of singing and listen to stories and have access to information and communication technology equipment, such as an interactive whiteboard and other programmable toys. Children are well-behaved and behaviour is appropriately managed within the setting

Children are helped to develop good habits as active and independent learners, for example, they are encouraged to do things for themselves where possible, such as putting on their coats and serving some of their own lunch. They also begin to understand the wider world through their play and communications when learning about their own and other cultural backgrounds and celebrations.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2). 01/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2). 01/06/2009