

Cator Park Montessori

Inspection report for early years provision

Unique reference number	EY333129
Inspection date	22/09/2009
Inspector	Susan Linda Capon

Setting address	Aldersmead Road, Cator Park Pavillion, Beckenham, Kent, BR3 1NA
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Cator Park Montessori pre-school was registered in 2006. The pre-school is a privately owned group. It operates from a converted pavilion consisting of two large playrooms with associated toilets, office and kitchen. There is a secure garden for outdoor play. The pre-school is situated in the grounds of Cator Park Recreation Ground in the London Borough of Bromley and serves the local community.

A maximum of 44 children in the early years age range may attend at any one time. There are currently 81 children on roll. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school is open five days a week, during term time only. Sessions are from 09:00 until 11:45 or 12:20 until 15:05. Children can attend all day between 09:00 and 15:05.

The pre-school is also registered to run an after school club, term time only, however, this is not currently operating. A holiday play scheme is available, during the summer holidays. The group is registered to take a maximum of 24 children between three and under eight years old at the play scheme and after school group.

The pre-school employs nine members of staff. Of these, eight hold appropriate early years qualifications. The provider manages the finance and administration and his wife is a qualified childcare professional who works as the supernumerary manager every day.

The ethos of the pre-school is Montessori based. The group receives support from the local Early Years team and Special Educational Needs Coordinator. It has achieved Montessori accreditation status.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic management and staff team work closely together, providing each child with an holistic education in a home from home environment, inspiring them all to learn and develop through the Montessori ethos. All the children are busy and occupied throughout their time in the pre-school as they eagerly explore the extensive range of interesting and stimulating activities provided. Inclusive practice is fully incorporated throughout the provision, ensuring every child is treated as an individual with their personal care, learning and developmental needs met at all times. All staff have completed extensive training, ensuring they are fully conversant with the implementation of the Early Years Foundation Stage (EYFS)

curriculum and the policies and procedures which underpin the day to day running of the provision. The extensive self-evaluation of the provision incorporates information from all staff, parents and children, ensuring the management continue to develop and extend the quality of the provision offered. The nursery has developed excellent relationships with all parents, enabling them to be fully involved with the group and their children's ongoing care, learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the focus activities provided, ensuring the evaluation reflects the intended outcomes for the activity, enabling children's ongoing development and progress to appropriately be identified.
- continuing to develop the systems for liaising with other providers, delivering the Early Years Foundation Stage for a child, ensuring progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The management and staff team are dedicated to working to a high standard throughout the provision, ensuring every child receives quality care and learning opportunities each day. They fully implement the extensive policies and procedures, ensuring quality of care and children's safety are promoted at all times. All staff undertake regular appraisals and reviews identifying ongoing training and developmental needs. Staff are encouraged to attend additional training opportunities on a regular basis, extending their childcare knowledge and skills. Rigorous employment checks and safeguarding procedures ensure all staff are suitable to work with the children, maintaining their ongoing safety at all times.

The nursery has excellent procedures in place for evaluating all areas of the provision offered, ensuring it meets the children's day to day needs. They have recently completed the Montessori Evaluation and Accreditation scheme, looking closely at all areas of the provision. Many areas have improved, particularly communication. For example, Makaton signing is incorporated into the setting, enabling all children to be fully involved and understood. Management are continuing to identify ongoing ideas for working closely with children and families with English as an additional language. For example, they sing the welcome song in other languages used by children attending. All previous recommendations have been completed and the group has clear plans to extend their partnership systems with other provisions their children may attend.

Staff undertake extensive daily risk assessments throughout the day, ensuring all the premises are safe, secure and potential hazards are minimised to prevent

accidents. The children understand the importance of keeping themselves safe as they play. For example, they understand they must wait for children to finish their turn on the slide before they slide down.

Inclusive practice is promoted throughout the provision. Children with disabilities and/or special needs are fully supported by the staff. Individual educational development plans are written, incorporating the views of the parents, enabling each child to progress at their personal rate to achieve their potential. Close relationships with other professionals involved promotes continuity of care.

High adult to child staffing ensures all children receive some one to one time with an adult during their day. Children are fully supervised as they play indoors and outdoors, ensuring their ongoing safety. An extensive range of resources are available indoors and outdoors reflecting all areas of learning. Staff regularly check the toys and equipment, ensuring they are suitable, safe and clean for the children's use. An extensive range of activities relating to other cultures, races, gender and disabilities are incorporated throughout the year, enabling children to recognise the uniqueness of other people. The staff team reflect a range of cultures and speak a variety of languages, providing the children with positive role models.

The staff team have developed strong relationships with the parents. Parents find the staff kind, helpful, professional and friendly. Their children enjoy attending the group and many have siblings on the waiting list. Many parents say their child has settled well into school and other children have made amazing progress in the group. Many children are able to read simple books before starting school. Parents are extremely happy with the regular information and updates they receive about the group and their child's individual learning and development. They enjoy being on the parent committee, meeting new friends and attending social events. Parents are particularly welcome to help during the day, something many dads particularly enjoyed. The pre-school provides regular opportunities for new parents to learn about the Montessori ethos and how this enables their children to learn and develop as they play.

The quality and standards of the early years provision and outcomes for children

The staff work well as a team, providing high quality, stimulating and interesting activities each day, supporting each child's interest, development and progress. They display the children's artwork around the bright, warm, welcoming premises, encouraging their self-esteem and confidence.

All the children recognise the importance of developing a healthy lifestyle. Regular activities and topic based discussions enables the children to recognise the difference between healthy and unhealthy foods. The snack bar provides them with healthy food and drink. For example, water or milk and carrot sticks and rice cakes. Parents are provided with information regarding suitable ingredients for their child's lunch box. They are specifically asked not to include anything containing nuts, eggs and chocolates, protecting children in the group with

allergies to these foods. All the children follow excellent hygiene routines, including throwing away their tissue after blowing their nose and washing their hands. They enjoy daily outdoor play, exploring an extensive range of equipment and activities. Children enjoyed digging holes into the mud and filling them with water. Ladybirds and worms are treated with care and returned to their natural habitats. Other children enjoyed watering the plants, filling their can from the outside water tap. All the children enjoy pedalling their bike and jumping in and out of the hoops.

Staff effectively incorporate the EYFS into their daily planning and routines. Individual plans for each child ensures they all develop at their personal rate. Focus activities have clear aims and objectives, although these are not always reflected in the evaluation afterwards, making it unclear if they were achieved. An excellent balance of adult led and free choice activities are available throughout the day. Key workers build on excellent information gathered from parents prior to children attending. Excellent settling in procedures keeps parents fully informed regarding the next steps for progression. For example, a brief report is provided shortly after the child starts attending, identifying how they have settled and things they enjoy. Staff continue to use regular observations to inform the group's planning, ensuring each child's needs are incorporated, enabling everyone to make good progress through the early learning goals. Well written, interesting, useful reports are provided at regular intervals, keeping parents fully updated, regarding their child's development and progress.

The children are making very good progress towards the early learning goals as they develop their life skills. They behave well, share and cooperate with one another and the staff, promoting a calm, harmonious setting. They enjoy exploring the Montessori equipment, developing their skills as they practise these on a regular basis. For example, pouring rice from one container to another, using tongs to move conkers from one container to another and washing the baby dolls. Other children enjoy making their own models from paper, exploring ways of making it stay together. For example, a child made a paper handbag. The children dress themselves for outdoor play and pour their own drinks when they get thirsty after running around outdoors.

Children enter the setting confidently, sharing their news with one another and the staff as they settle down to an activity of their choice. They enjoy looking at storybooks and using reference books in the garden. For example, nature books enabling them to recognise the mini beasts and birds they see as they play. Children vote for the story they would like to hear at group time. They listen to 'Freddy Goes Swimming', eagerly sharing their own swimming experiences with the group afterwards. All the children tidy their rug away afterwards, ensuring they are placed in a neat pile. Other children enjoy drawing a picture to take home to mummy. Sand, water, glue, dough, shaving foam and paint are firm favourites with everyone as they explore these activities indoors and outdoors on a regular basis.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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