

Mmi Pre School

Inspection report for early years provision

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20/11/2009

Inspector

Linda Close

Setting address

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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

Mmi Pre School (Modern Montessori International) is one of a group of three settings. It was registered in May 2009 and opened in September 2009. The pre school is located in a single storey cricket pavilion in Cottenham Park in the London borough of Merton. The pre school opens each weekday from 09.15am to 3.30pm during term time only. Children have access to a playroom, an art room and a quiet room for sensory activities and rest periods. There is an office, a kitchen, storage and toilets for children and adults and an enclosed area for outdoor play.

The pre school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children in the early years age range may attend the pre school at any one time and full and part-time places are available. The pre school welcomes children with special educational needs and/or disabilities although there is none on roll at present. A small number of the children attending are learning English as an additional language or hear other languages spoken at home. There are currently seven children on roll who range in age from two years and three months to three years and four months.

The manager and her deputy both have Montessori Diplomas and the deputy holds a level 4 qualification in the teaching of English as a foreign language. Staff speak fluent English, Polish and Italian. The setting accepts students who are undertaking training with The Modern Montessori International and other training colleges.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff extend a warm welcome to the children at the start of the day which helps the children to settle and gain confidence in their new surroundings. Very useful information is gained from parents before children join which helps the staff to treat every child as a unique person and enables them to meet children's individual needs well. The setting has very recently opened and the manager has a clear picture of current attainment. She has identified most areas for further development.

What steps need to be taken to improve provision further?

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

- continue to develop systems of recording progress so that it is clear how children are progressing in relation to the early learning goals in all six areas of learning
- improve opportunities for children to explore materials and express their own ideas in art work and role play.

The effectiveness of leadership and management of the early years provision

The staff show in discussion that they have a good knowledge and understanding of keeping children safe. They are ready to follow the setting's policy and procedure regarding child protection issues should they have any concerns. Checks are carried out on all staff and volunteers to make sure that there is no reason why they should not be employed to work with children. Risk assessments and checks are conducted regularly and immediate steps are taken to minimise any potential hazards, for example, guards have been fitted to doors to prevent children's fingers from getting trapped. The building is secure and staff ensure that children cannot leave unnoticed and strangers cannot enter unobserved.

The manager evaluates her provision effectively overall. She reflects on what has been achieved and strives to continually improve. She has made a good start in the establishment of this new setting making good use of the quieter early days to assess and improve the layout of the playrooms. She has evaluated teaching strategies and the range of resources well in most respects. Ongoing appraisal of teaching is planned and training courses are identified to assist staff in their professional development. All of the required documents are in place including the registration certificate, attendance records and accident and medication records which contributes to the smooth and efficient running of the setting for the children.

The manager and staff are well aware of the different languages that children hear at home and they know about the cultural backgrounds of all of the children attending. They support them effectively in their language development and they ensure that books and resources reflect a range of people. A useful range of documents is provided for parents so that they know about the Montessori philosophy of education before children join the setting. Information about the Early Years Foundation Stage framework is also displayed. The manager has attended suitable training to enable her to identify and support children who have special educational needs. She is ready to liaise with parents and appropriate outside agencies should this be required.

Parents are welcomed into the setting and their knowledge of their children is valued and shared. They stay with their children during the settling in period which enables them to see activities at first hand. Settling in periods are flexible to meet the needs of each individual child. There are also useful planning documents which show parents what children will do in the week ahead which enables them to support and extend learning at home. The manager has prepared a questionnaire for families to complete after their children have attended for approximately six weeks to give them the opportunity to comment on all aspects of the setting. Staff are ready to talk to parents daily to share their observations of the children. Parents say they are more than happy with the staff and the setting and their children are gaining confidence day by day. They are given a handbook at the time of registration which sets out how they can make a complaint if they wish to do so.

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

The staff treat children with kindness and they offer gentle support if they find it difficult to part from their parents or carers at the start of the day. Children show that they are gaining confidence and a sense of security in their new pre school. They have quickly learned to make independent choices in the well prepared environment that characterises a Montessori setting. They select a toy or go straight to the shelves and choose a set of equipment which they use appropriately before putting it back in its proper place. Children show that they trust the staff in the way that they relax and accept a cuddle if they feel the need for reassurance.

Staff are good role models and they help children to learn pleasant manners and polite ways of speaking through their own good example. They remind children to play fairly and take turns, say please and thank you and explain why throwing sand or waving a stick in the air could cause an accident. They listen to what children have to say and they encourage children to listen patiently to others. Staff are firm but patient in their management of any disagreements and as a result relationships and behaviour are good.

Adults show a good knowledge and understanding of the welfare requirements of the Early Years Foundation Stage (EYFS). Their policies and procedures are all in place as required for registration and they use them as a guide which helps them to protect and support the children and keep them safe. Children enjoy fresh fruit snacks and they have free access to milk or drinking water. They benefit from daily outdoor play periods in their enclosed play area and they make good use of the play park nearby which is checked for safety before children enter. Children learn why it is good for their health to wash their hands before eating and after using the toilet facilities. Staff are particularly careful about their cleaning routines making sure that all surfaces and the toilet area are well maintained.

From observation it is evident that the children are enjoying their activities and making good overall progress. Staff ensure that children are offered suitably challenging tasks that match their individual needs. They ask children questions that make them think and they extend their vocabulary in their discussions as the children play. The development of children's dexterity and their hand/eye coordination is a notable strength in the pre school. Children use many resources that involve spooning, pouring water, using tweezers and scissors, fitting keys into locks and matching lids to various boxes and they display a keen interest in these activities. Staff observe and record each step and stage of children's learning in detailed records that relate directly to the Montessori activities. The records that they keep that relate to the EYFS goals for learning are useful but the overall picture of progress in this respect is not as clear.

Children listen quietly and with interest to well told stories. They have easy access to a comfortable reading area and staff make good use of the local library to supplement the range of books. Some children are beginning to recognise letters and whole words and staff actively promote their progress. Counting, sorting, matching and number recognition are encouraged through play and the use of a

wide range of good quality equipment. Staff enable children to find out what happens when they press buttons on a working digital camera and the children laugh out loud and express surprise and delight when they see themselves on screen. The range of activities that is offered to the children helps them to develop skills for the future.

Staff have arranged a dedicated art and craft room for children to paint and make models. Children can choose to paint a picture at the easel if they wish but some art activities, such as mixing paint to create different colours, are rather more adult-led than child-initiated which does not fully promote children's creativity. Children play freely with small world toys and they have access to water, sand and some imaginative play resources. However, the role play area lacks a sufficient range of resources that children can use in their own way according to their own imagination.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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