

# Paint Pots Montessori School St Johns Hyde Park

Inspection report for early years provision

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<b>Inspection date</b>	15/03/2010
<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

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## 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 3:30 for 35 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 31 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, three of whom are employed on a full time basis. All of the staff, including the manager hold appropriate early years qualifications. The method of teaching used is a Montessori approach combined with the Early Years Foundation Stage Curriculum. The nursery also receives support from the Early Years Advisor and the Welfare Advisor of the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this child-centred environment in which they feel safe and fully supported by staff. Children have easy access to a wide range of Montessori equipment and play activities which ensures they are equipped to progress in all areas of learning. Staff have a good understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their children's care and learning. There is constant planning, observation and assessment of children's learning with plans in place following recent training to significantly improve the systems used. Well written policies and procedures securely underpin the school's practice and are constantly available for parents to view. Effective partnerships with parents and other settings ensures that information relating to individual children's progress is shared successfully.

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

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

- continue to improve the safety of the school by risk assessing water temperature in children's toilets and floor coverings in the messy play area
- take reasonable steps regarding specified fire doors to ensure the safety of

- children on the premises
- develop systems for self-evaluation to support and identify targets for further improvement
- ensure contact details of the regulator in the complaints procedure are up to date

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are effective to ensure that children are fully protected from the risk of harm and that they enjoy a safe and supportive environment. Staff have a thorough understanding of the signs of possible abuse and neglect and have accurate procedures in place to act quickly and professionally if there are any concerns about children's welfare. Contact details are readily available to enable staff to obtain advice and report any concerns without delay. A well written safeguarding policy is available for parents and training cascades throughout the staff group to ensure everyone attends the most up to date training available. Suitable recruitment and induction procedures further safeguards children.

Strong relationships between parents and staff contribute to successful outcomes for all children. Daily discussions, emails, printed announcements and learning journey folders ensures that there is a shared understanding about all aspects of children's lives. Staff share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. For example, children's art work and information on how activities link into the early years foundation stage are on display. Parents are provided with frequent daily updates, newsletters and meetings at which time they may comment on any area of the nursery school practice. There are strong links with other providers to ensure information regarding children's progress and development is effectively shared.

All of the staff have appropriate childcare qualifications and have high expectations of what children can achieve. They regularly attend training within the borough and in-house training is sometimes shared with other Paint Pots schools. Staff improve their knowledge and use the information gainfully to improve outcomes for children. They regularly discuss the effectiveness of their planning to ensure each child's individual needs are met. Staff have an in-depth knowledge of each child and adapt their planning and practice as the children grow and develop. They take account of children's different learning styles to ensure appropriate opportunities are provided for all children to be successful. Children enjoy a stimulating and very child-centred environment where resources and activities are abundant and easily accessible. This means children are able to constantly make choices and pursue those areas that are of most interest to them. This results in children making good progress and having great satisfaction in their achievements. Flexible attitudes, policies and everyday practice fully support all aspects of children's learning, development and welfare.

Parents' and children's views are taken into consideration and members of staff are involved in informal self-evaluation processes, resulting in some identified areas for improvement; however, this system is yet to be formalised by making use of the

self-evaluation system. In line with requirements, there is also a written procedure to follow in the event of a complaint although the current contact details are no longer accurate.

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

Children make good progress as they enjoy stimulating learning activities as a result of a high level of support that ensures that they develop fully as individuals. A wide range of creative learning experiences are on offer which excites and stimulates children's enjoyment of learning. For example, children are enthusiastic as they make chef's hats as part of their learning about different jobs in restaurants. This is followed up by a well organised visit to a local restaurant where children are greeted warmly and given an opportunity to taste a variety of healthy foods. This opportunity also affords the children the chance to socialise with one another and to learn acceptable practices to use when dining outside of their homes. They are learning to be gracious as they thank the owner for what they have received. Children also learn good listening skills as they pay close attention to the adults who help them cross the roads. Concise observations of children's progress ensures that all aspects of children's needs are met with success.

Children are confident when exploring and learning new things. They play an active role in their own learning, making choices and decisions throughout the day, for example, they choose when to have their snack, and what work they want to do. They choose if they want to play inside or out and if they want to take part in the music sessions. A range of activities and resources helps them to understand the society in which they live and clear rules about how they treat each other helps them develop a positive view of themselves. As a result, their behaviour is good. They have strong self-esteem. They express their feelings freely, ask for help when needed and are good at sharing, for example, they share the small carrots they find in the garden. Children play both independently and with groups of friends. This helps them to develop the skills they need for their future. They make effective progress in their communication, language and number skills as they enjoy a wide range of challenging and exciting experiences. Children do not tire of their experiments such as mopping up water in the practical life area. Children demonstrate great control as they sing at the top of their voices one moment, then pause while individual children choose to sing a much quieter song. The children are patient and listen intently as a small voice echoes through the room. Children are not restricted by prescriptive play such as 'only play foods in the home corner'. They carry their foodstuffs, cookery books, shopping lists and baskets to one end of the room where they enter into interesting role play. When asked what is in the basket, they quickly reply: 'my shopping'. They remove their mobile phone realistically from the basket before allowing anyone to peer in to see the contents. The children are excited and play very realistically in preparation for their outing to the restaurant. They are learning the meaning of mark making as they learn about the sign over the restaurant door and examine the menus with good concentration. They are confident enough to ask the cook 'where is your chef's hat?' These experiences help children to recognise letters and to confidently ask

questions. This builds on their knowledge of what is needed for their future.

Children have a strong sense of belonging in the security of the nursery. They are confident to go in and out to the garden and to the toilet. The door to the hallway, however, is marked 'fire door, keep closed'. This door is wedged open at the time of the inspection which means children are not fully safe guarded if there should be a fire. Children are protected indoors and out through the use of thorough risk assessments with staff attention to detail. Children demonstrate a willingness to keep themselves safe through their good behaviour. They show they understand safety rules such as not running indoors in case they slip or fall and hurt themselves. The floor covering in the messy play area, however, is ragged around the edges and has a taped join down the middle which has come unstuck. This presents a tripping hazard. Most hot water taps in the children's toilets are turned off tightly, however, the water is not thermostatically controlled, therefore, is too hot. Discussions on safety are successfully supported with the use of books and posters.

Children are beginning to understand about a healthy lifestyle as they enjoy a range of healthy foods and drinks regularly throughout the day. They carry out simple hygiene routines such as washing their hands. They serve themselves snacks when they are hungry. They learn to wash up and put away their things when they finish. This means the area is ready for the next hungry child to prepare their own snack. Children's good health is assured as they make the most of the fresh air and outdoor play offered each day. They naturally challenge their physical abilities as they practise climbing, balancing, jumping and throwing in the safe enclosed play areas. Staff make the most of the opportunities available to develop children's overall understanding of the benefits of a healthy lifestyle.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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