



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY235081

DfES Number:

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Anita Bray

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Seedlings Montessori
Setting Address 227 Poverest Road
Petts Wood
Orpington
Kent
BR5 1RD

REGISTERED PROVIDER DETAILS

Name The Committee of Christ Lutheran Church 220466

ORGANISATION DETAILS

Name Christ Lutheran Church
Address 227 Povererst Road
Petts Wood
Kent
BR5 1RD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Seedlings Montessori Pre-School opened in 2002, having taken over an existing Montessori group, which operated on the site for the previous 5 years. The pre-school is owned by the church and run by a management committee, which includes the Pastor and church elders.

The pre-school operates from the church hall, children have use of the large hall, toilets and outdoor play space, there are kitchen facilities available for the preparation of snacks.

The pre-school serves the local areas of Petts Wood, Orpington and St Paul's Cray. It is open from Monday to Friday during term time only. Opening hours are 9.30 - 12.30. Children may attend a variety of sessions each week.

There are currently 41 children on role including 25 funded 3 and 4 year olds. The group supports children with English as an additional language and those with Special Educational Needs.

There are six staff (both full and part-time) who hold a range of qualifications including the Montessori International Diploma and NVQ level 2. One member of staff is working towards the Montessori Diploma.

Staff use Montessori teaching methods and also incorporate more traditional pre-school activities. French lessons are also offered. The pre-school receives support from the Early Years Childcare and Development Partnership.

How good is the Day Care?

Seedlings Montessori Pre-school provides a good standard of care for children. The management committee provide good support and regular in-put to pre-school sessions. Staff, who are recruited by the committee are well qualified and/or experienced, although some extra training is required to bring their 1st aid qualifications up-to-date. The premises are well maintained and comfortable. There

is a good range of play materials and suitable furniture available, this includes a large range of Montessori equipment, which is easily accessible on low shelves. Suitable arrangements have been made for the storage of confidential records. Whilst all required documentation is well kept and up-to-date, minor changes are needed to the wording of some policies.

The committee and pre-school staff take all necessary steps to ensure children are safe and secure. Arrangements are in place for regular risk assessments. Policies and procedures are in place to promote children's health and well-being, but some extra precautions are required at snack time to prevent the spread of infection.

The atmosphere during the sessions is calm; children are well behaved, polite and caring towards each other. The Montessori teaching methods promote children's sense of responsibility and independence. Children are keen to take part in the French lessons on offer; they also participate in music sessions and more traditional play group activities. Arrangements for the support of children with special needs are good, where needed children have individual education plans.

The partnership with parents is good. There is good information available to parents about pre-school activities and regular opportunities to share information about children's individual needs and development.

What has improved since the last inspection?

This is the pre-school's first inspection.

What is being done well?

- There is good attention paid to safety and security within the pre-school. Arrangements at the start and finish of each session ensure the safe collection of children. All safety precautions are taken; a member of the church who is an experienced health and safety officer carries out a regular risk assessment.
- The range of equipment available and the arrangement of the Montessori equipment on low shelves allows children to choose their activities.
- Children display a good level of independence and responsibility. They are able to care for their own personal needs in the toilet. Children are able to choose activities from the shelves, complete them and tidy them away afterwards with out adult in-put.
- French sessions enhance the curriculum. Children are eager to participate in French lessons and were observed counting, following instructions and answering questions in French. Parents comment on children's enthusiasm and growing ability and indicate that they value this aspect of pre-school activity.
- The partnership with parents is good. A detailed prospectus is available as well as a parent's handbook including details of the pre-school's policies and procedures. Parents are asked to complete a detailed registration form about

their child's individual needs. Written reports about children's progress are produced twice yearly and parents' are given the opportunity to respond to these in writing or to make an appointment to meet staff.

- The support and in-put of the church management committee enables pre-school staff to maintain a good quality service in a secure and comfortable environment.

What needs to be improved?

- The wording of the complaints and child protection policies. The complaints policy confuses the role of the Local Authority and Ofsted in investigating complaints about the pre-school. The child protection policy fails to make it clear that Ofsted must be informed should allegations of abuse ever be made against a member of staff.
- The level of 1st aid qualifications amongst staff. All staff have attended a four-hour child resuscitation course but there is only one part time member of staff with an appropriate 12-hour qualification.
- The arrangements for preventing the spread of infection at snack times. Children currently wash and dry their hands before snack time using the same bowl of water and towel for each child, possibly allowing the transfer of infection from child to child.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Develop and implement an action plan detailing how at least one member of staff with an appropriate and current 12 hour first aid certificate will be on the premises or on outings at any one time.
7	Ensure that procedures for hand washing at snack time prevent the

	spread of infection.
14	Clarify the role of Ofsted in written policies relating to complaints and child protection.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Seedlings Montessori Pre-School provides generally good nursery education. Children are making very good progress towards the early learning goals, except in the areas of creative development and in knowledge and understanding of the world where their progress is generally good.

Teaching is generally good. The pre-school staff promote good behaviour and confidence. Children are able to work on their own; the arrangement of equipment enables children to make choices and develop independence. In the areas of communication, language and literacy and mathematics the provision of traditional Montessori activities delivered by staff on a one to one basis promotes very good progress. A large part of the daily timetable is set-aside for the pursuit of these activities and children not involved in adult led activity are not sufficiently challenged by the other Montessori activities on offer. Opportunities for children participate in free play are limited and staff do not support their play or attempt to promote their learning at these times. Plans fail to cover some aspects of the Foundation Stage Curriculum and are not clear about the outcomes of activities in terms of the stepping-stones. Some aspects of knowledge and understanding of the world, creative and physical development are not fully covered in plans. Records of children's development in these areas often indicate that children have had experience of certain aspects rather than their achievements.

The leadership and management of the setting is very good. The management committee and the Principal work together to ensure that the premises and play equipment are of high quality. The pre-school has been open for a year and is currently evaluating it's planning to ensure full coverage of the Foundation Stage Curriculum.

The partnership with parents is very good. Written reports are produced about children's development and a parents' notice board gives general information about the pre-school's activities.

What is being done well?

- Children's high levels of attainment in mathematics are supported by intensive one to one support and structured Montessori activities.
- Children's communication language and literacy is well developed. Montessori activities enable children to develop a good knowledge of letters and their sounds. Children enjoy books; they make good use of those available to them around the pre-school setting, using them independently and in groups.
- Children's independence skills are well developed; the arrangement of equipment enables children to make choices and select activities. Support

and encouragement from staff ensures that children are able to care for their own personal needs.

- Children's are well behaved. Staff have a consistent and positive approach to behaviour management.

What needs to be improved?

- long and short term planning to ensure that all aspects in all six areas of learning of the Foundation Stage Curriculum are fully covered and that the programme of activities offers progression through the stepping-stones with clear outcomes for children
- records of children's development to reflect levels of attainment in all areas so that the educational programme may be planned to help them move on to the next stage
- the daily time table to include a sufficient period set aside for a planned programme of free play activities which include opportunities for children to explore and investigate, to participate in role play and other imaginative play, which is valued and supported by staff who are available to maximise learning opportunities and offer sufficient challenges to children
- the provision of interesting and challenging activities for children who are not participating in adult led activities.

What has improved since the last inspection?

This is the pre-school's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are able to sit and concentrate where appropriate. They are well behaved, have good manners and are caring towards each other. Children have good relationships with staff, they are happy and secure within the pre-school environment. Children are able to make choices from the available equipment and tidy up when they have finished an activity, they are independent and able to care for their own personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children clearly express their views and feelings and when interacting in small or large groups they take turns in conversation and listen to others. Children join in enthusiastically with group stories and songs. Samples of children's work indicate that some are beginning to write their names recognisably. Children enjoy books and make independent use of those available to them. When working with adults children can identify letters and know the sounds that they make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children say and use numbers in familiar contexts, they recognise numerals one to nine. Some children are able to solve simple addition and subtraction problems and with adult support are able to write them down. Children can name and match basic shapes and primary colours. When using traditional Montessori equipment, children can order and sort by shape size and colour.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk about past events and notice changes in the environment. They have opportunities to learn about the cultures and beliefs of others. There are planned opportunities for children to participate in design and information technology activities but records of development simply reflect children's participation rather than their achievements. Children's ability to explore and investigate materials and objects is restricted by the lack of time set aside for free play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use Montessori equipment, such as beads, with skill. They have good hand-eye co-ordination when using scissors, pens and pencils. Children show good awareness of space when taking part in music and movement sessions. There are no planned opportunities for them to develop climbing, balancing, throwing or catching skills although children's records indicate that they are making progress in these.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond with enthusiasm to taped songs, they clap their hands and move to the rhythm. Children participate in free painting and structured craft activities they enjoy exploring colour, shape and texture. Children are enthusiastic in their role play and the use of imaginative play materials, however the opportunities for them to develop their imagination, to play collaboratively and act out familiar scenarios is limited by a lack of a planned programme, adult support and time.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that plans address all aspects in all six areas of the curriculum and that the programme of activities offers progression through the stepping-stones with clear outcomes for children
- ensure that records of children's development reflect their level of attainment in all areas so that the educational programme may be planned to help them move on to the next stage
- ensure that the daily time table includes a balance of adult led, structured and free play activities that are interesting and challenging for children and ensure that staff are always available to maximise learning opportunities
- include in the educational programme carefully planned free play activities with opportunities for children to explore and investigate, to participate in role play and other imaginative play, which is valued and supported by staff.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.