



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509135

DfES Number: 584882

INSPECTION DETAILS

Inspection Date	06/10/2004
Inspector Name	Jennifer Devine

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	PAPILLON MONTESSORI PRE SCHOOL
Setting Address	Headstone Lane Harrow Middlesex HA2 6NF

REGISTERED PROVIDER DETAILS

Name	MRS D VITHLANI
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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

Papillion Montessori Pre School has been registered for seven years. It operates from a sports pavilion at the Old Millhillians Rugby Club in Harrow.

There are currently 22 children on roll. This includes seven funded three year olds and nine funded four year olds. There are children with special needs in attendance and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:30 to 15:30. Children attend all day or either morning or afternoon sessions.

Four staff work with the children. Over half the staff have early years qualifications to NVQ level two or three or hold Montessori qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from a teacher at the Early Years Development Partnership. The pre school is a member of the Pre School Learning Alliance.

How good is the Day Care?

Papillon Montessori Pre-School offers satisfactory care to children.

The pre school is well staffed with over half the staff holding relevant childcare qualifications. Recruitment procedures are overall satisfactory. However, the proprietor has not kept Ofsted informed of staff changes.

Staff have a satisfactory understanding of ensuring children's safety in the pre school. However, there are some safety issues which need addressing. They have a good understanding of maintaining hygiene practices within the pre school environment to prevent the spread of infection. They have a satisfactory understanding of the indicators of child abuse and the reporting procedures for child protection.

The staff team have a good understanding of providing a range of activities to encourage children's learning but staff need to ensure sufficient time is given for children's free play. Children have very good opportunities to develop their independence and self help skills. The staff have consistent methods in place to deal with behaviour management.

Staff's knowledge and understanding of working with children with special needs is unsatisfactory. The pre school does not have due regard for the Code of Practise for the Identification and Assessment of Special Educational Needs.

The pre school has generally good relationships with parents. It is has good procedures in place to ensure parents receive regular informal and formal feedback on their child's progress and development. Appropriate systems are in place to record required information. However, there is currently no written procedure on uncollected or lost children.

What has improved since the last inspection?

All written policies and procedures, except for uncollected/lost children have been devised. This ensures children welfare is paramount. Staff recruitment procedures have been developed and evidence is available on staff criminal records checks. The group continues to need to develop risk assessments to identify hazards within the pre school environment.

What is being done well?

- Staff have a good understanding of providing appropriate activities to encourage children's development.
- Children have very good opportunities to develop their independence and self help skills.
- There are good procedures in place to keep parents well informed about their child's progress on a daily basis and during formal meetings.
- Staff have a good understanding of ensuring hygiene practises are maintained to prevent the spread of infection.

What needs to be improved?

- inform Ofsted of relevant staff changes
- the daily routines to ensure children have full access to a wide range of activities
- risk assessments conducted on the premises and ensure action is taken to minimise identified risks
- staff's knowledge of the Code of Practise (2001) for the Identification and Assessment of Special Educational Needs
- children with special needs attending the pre school have access, alongside

their peers, to the facilities, activities and play opportunities provided whenever reasonable, in order to promote their welfare and development

- the policy and procedures for uncollected or lost children.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
14	Devise a written policy on the procedure for uncollected or lost children.	07/10/2004
1	Ensure Ofsted are notified of relevant staff changes.	07/10/2004
10	Gain knowledge of the Code of Practice (2001) for the Identification and Assessment of Special Educational Needs	07/10/2004
10	Ensure children with special needs attending the pre school have access, alongside their peers, to the facilities, activities and play opportunities provided whenever reasonable, in order to promote their welfare and development.	07/10/2004

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

Std	Recommendation
2	Review the daily routines to ensure children have full access to a wide range of activities.
6	Conduct a risk assessment of the premises and ensure action is taken to minimise identified risks.

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

How effective is the nursery education?

Papillon Montessori pre school provides good quality nursery education which enables children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff have a thorough knowledge of the Montessori methods of teaching and have a generally good understanding of the foundation stage. Planning has regard to the foundation stage but further development is needed to ensure all six areas of learning are given equal emphasis and covered regularly and frequently. Staff assess children's development but do not clearly link the next steps of learning with short term planning and focussed activities. Staff work closely with children providing good interaction to encourage their development but children are often expected to sit for far too long periods of time. Appropriate procedures are in place to support children with English as an additional language. Procedures to support children with special needs requires further development.

Leadership and management is generally good. The manager works directly with children and provides a good role model to staff. She has a generally good understanding of the early learning goals. The proprietor is committed to staff development and encourages further training. There is ineffective use of time during sessions, with too much emphasis placed on children sitting down completing worksheets, rather than allowing children free practical play opportunities. No evaluation methods are in place to monitor the quality of teaching and education.

Partnership with parents is generally good. Valuable information is gathered from parents on their children before starting the pre school. There are formal and informal opportunities for parents to discuss their child's learning with the keyworker. Parents receive regular newsletters to keep them well informed. Parents are invited to various celebrations and an outing each year.

What is being done well?

- Children have very good opportunities to develop their self help skills and independence in making choices about their learning.
- Staff have a generally good understanding of the early learning goals and generally provide a stimulating environment to encourage children's learning.
- Children have made good relationships with each other and adults. They are confident and enthusiastic to learn.
- Children are developing a good understanding of shape and size when building intricate models from building bricks.

What needs to be improved?

- further development of short term planning to ensure a broad and balanced curriculum is covered
- further development of assessment methods to clearly identify the next steps of learning for children linked in with the stepping stones
- developing the routines to ensure children benefit from a wide range of experiences and play opportunities such as imaginative and creative play
- further develop staff knowledge and understanding of working with children with special needs
- develop children's interest in books
- plan opportunities for children to engage in free play across all six areas of the curriculum.

What has improved since the last inspection?

The resources for role play, use of technology and children being able to practise their emerging writing skills has been improved but requires further development as these areas of learning are not given equal time and emphasis during the day.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children work cooperatively together, sharing and taking turns. They have made good relationships with each other and adults. They have a good understanding of right and wrong. They are developing a good understanding of their own needs and feelings and that of others. They have very good opportunities to develop their self help skills and use their initiative to select resources for them selves. They are developing good levels of concentration and persist at activities for extended periods.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are becoming confident speakers and interact well with each other. They listen attentively in group discussions but are expected to sit for long periods of time. There are good opportunities to link sounds with letters. There are lack of opportunities for children to develop their imaginative thinking through role play. They are beginning to write recognisable letters during formal sessions but there is an over dependence on using printed work sheets. They show little interest in books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count confidently and reliably and they recognise some written numerals. There are good opportunities to begin to understand simple addition and subtraction through number rhymes. They are learning about shape, space and size as they fit puzzles together or build models with bricks. There is a good range of Montessori equipment to enable children to solve practical problems but there is lack of time for them to make the best use of these resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn about the natural world through walks to the park and learning about the lifecycles of butterflies. They are involved in some exploratory and investigative work and have generally good opportunities to question why things happen. They learn about past and present events in their lives, their own cultures and beliefs and that of others. There are limited opportunities to use the computer effectively.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move around with increasing control and are beginning to show an awareness for space. Children have daily opportunities for physical exercise but these sessions lack planning to ensure a broad range of activities are provided. Children have good opportunities for planned gymnastics sessions from an outside agency. They are developing good dexterity and hand eye coordination from using the varied Montessori equipment but lack opportunities to use malleable materials such as play doh.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Generally good resources exist for children to use their imagination in art and design but there is lack of opportunities through the sessions to enable children to freely choose these activities. There are good resources for exploring music and children respond and are able to sing a range of songs from memory. A visiting music teacher provide valuable opportunities for children to express their thoughts and feelings. There are good imaginative role play resources but are not used effectively.

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

- develop short term planning to ensure a broad and balanced curriculum is covered and ensure learning intentions are clearly linked to the stepping stones
- develop the routines of the pre-school to ensure children benefit from a wide range of experiences and play opportunities such as imaginative and creative play
- develop staff's knowledge and understanding of working with children with special needs.

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.