



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY274516

DfES Number:

### INSPECTION DETAILS

Inspection Date	07/12/2004
Inspector Name	Jennifer Devine

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Papillon Montessori Pre School (2)
Setting Address	153a Uxbridge Road Pinner Middlesex HA5 4EA

### REGISTERED PROVIDER DETAILS

Name	Mrs Devi Prashant 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

Papillon Montessori pre school is one of two pre schools owned by Mrs Devi Vithlani. It was first registered in January 2004 and operates from six rooms in a converted house. It is situated next to Hatch End swimming baths in Hatch End, Pinner. A maximum of 34 children may attend the pre school at any one time. The pre school is open each weekday from 09:30 to 15:30, term time only. All children share access to a secure enclosed outdoor area.

There are currently 40 children from 2 years 6 months to under 5 years on roll. Of these, 26 children receive funding for nursery education. The pre school currently supports children with special educational needs. There are currently no children who speak English as an additional language.

The pre school employs six staff. Five of the staff, including the manager hold appropriate early years qualifications. Three students are working towards a qualification.

Montessori teaching methods are adopted within this setting, additional classes are offered in French, music and gymnastics.

### How good is the Day Care?

Papillon Montessori Pre School provides satisfactory care to children. However, currently the minimum space requirement for each child is not being met. The registered numbers for the pre school need to be reduced and staff need to ensure all rooms within the setting are used appropriately.

The pre school is well staffed with over half the staff holding relevant childcare qualifications.

Staff have a good understanding of ensuring children's safety in the pre school. They have a good understanding of maintaining hygiene practises within the pre school environment to prevent the spread of infection. Staff have a satisfactory

understanding of meeting children's dietary needs but need to ensure a well balanced diet is offered. They have a satisfactory understanding of the indicators of child abuse and the reporting procedures for child protection.

The staff team have a satisfactory understanding of providing activities to encourage children's learning but need to ensure children are given opportunities in all areas of the curriculum such as imaginative and creative play. Overall, staff have generally consistent methods in place to deal with behaviour management.

The pre school has generally good relationships with parents. It has good procedures in place to ensure parents receive informal and formal feedback on their child's progress and development. However, no systems are in place to provide parents with written information such as newsletters to keep them informed about the curriculum and what children are learning. Appropriate systems are in place to record required information.

#### **What has improved since the last inspection?**

A procedure for lost or uncollected children has been developed. All medication records are now signed by parents. There is a system in place for recording children and staff's attendance. Staff have developed their understanding of effective ways to manage children's behaviour.

#### **What is being done well?**

- Staff have a satisfactory understanding of providing activities to encourage children's development.
- 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?**

- space within the pre school must be utilized effectively
- minimum space requirements must be met
- the opportunities for children to experience play which encourages their imaginative and creative development
- snacks provided to be healthy and nutritious
- the information given to parents to keep them well informed.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last**

**inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**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
4	Make all rooms available to children, to ensure space is fully utilized at all times.	09/12/2004
4	Meet the minimum space requirements of 2.3 square metres per child.	09/12/2004

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

Std	Recommendation
5	Ensure children are given good opportunities to experience play, which encourages their imaginative and creative development.
8	Ensure children are provided with a healthy, nutritious snack.
12	Ensure parents are given regular written information to keep them well informed.

## **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. Children are making generally good progress in all areas, except for creative development, which has some areas for improvement.

Teaching is generally good. Staff have a sound knowledge of the Montessori teaching methods 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 the curriculum are covered regularly and frequently. Staff assess children's development but do not clearly link the next steps of learning with short term planning. Staff work closely with the children but do not always provide sufficient interaction and questioning. More opportunities are needed for children to experience a broader range of free play such as role play and with creative activities. Appropriate procedures are in place to support children with special needs and children with English as an additional language.

Leadership and management is generally good. The manager works directly with the children and has a generally good understanding of the foundation stage. There is a generally good commitment to staff development and further training. The manager is aware of needing to further develop planning methods, linking to the early learning goals. There is ineffective use of time during sessions with children sitting down completing work sheets, 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. There are formal and informal opportunities for parents to discuss their child's learning with the key worker. Records of children's achievements when leaving for school are written and shared with parents. Information about the curriculum is displayed on the notice board, currently no newsletters are produced.

### **What is being done well?**

- Children have made good relationships with each other and adults. They are confident and excited to learn.
- Children show an interest in books, understanding print carries meaning.
- Children have generally good opportunities to independently select a range of Montessori equipment for themselves.
- Children are developing a good understanding of shape and size when building intricate models from building bricks.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● further develop short term planning to ensure a broad and balanced curriculum is offered</li><li>● further develop assessment methods to clearly identify the next steps of learning linked in with the stepping stones</li><li>● develop the routines to ensure children benefit from a wide range of experiences and play opportunities such as imaginative and creative play</li><li>● develop staff's understanding of working directly with children to ensure sufficient attention is given to support learning</li><li>● evaluation methods to monitor the quality of education and teaching.</li></ul>



<b>What has improved since the last inspection?</b>
This is the first funded nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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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 self sufficient in choosing the available Montessori equipment but lack opportunities to independently choose creative activities and with some self help skills such as pouring their own drinks. Older children are developing their concentration skills, persisting at activities for extended periods.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are becoming confident speakers and interact well with each other and adults. There are generally good opportunities to link sounds with letters. There are lack of opportunities for children to develop their imaginative thinking through spontaneous role play. Children can write recognisable letters during formal sessions but there is an over dependence on using printed work sheets. They are interested in books and understand print carries meaning. Older children are attempting to read.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use and recognise numbers and can count accurately to ten and over. They are beginning to understand simple addition and subtraction such as when singing number rhymes. They are learning about shape, space and size as they fit puzzles together or construct models with bricks. There are various Montessori activities to develop problem solving but children lack opportunities to develop these skills with activities such as sand or water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are involved in some exploratory and investigative work using Montessori equipment such as nuts and bolts. There are lack of practical opportunities for children to question why things happen or how things work. Children learn about past and present events in their lives, their own cultures and beliefs and that of others. They are involved in some work on the natural environment but this is limited. 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 show an awareness for space. They have daily opportunities for physical exercise but these sessions lack planning and resources to ensure a broad range of activities are available. Children have weekly opportunities for gymnastic sessions from an outside agency. They are developing good fine motor skills such as when cutting with scissors or using malleable materials such as play doh.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Generally good resources exist for children to use their imagination in art and design but there are lack of opportunities for children to freely choose these activities. A visiting music teacher provides opportunities for children to express their thought and feelings and children are able to sing a range of songs from memory. There are generally good resources such as dressing up for role play but they 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 of providing sufficient and suitable input into children's learning
- ensure effective systems are in place to monitor and evaluate the quality of teaching and education offered.

*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.*