



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 137278

### INSPECTION DETAILS

Inspection Date	28/01/2004
Inspector Name	Anne Robertson

### SETTING DETAILS

Day Care Type	Creche Day Care, Sessional Day Care
Setting Name	Bright Start Montessori Pre School
Setting Address	Crofton Oak Scout & Guide Hall Crofton Road Orpington Kent BR6 6BY

### REGISTERED PROVIDER DETAILS

Name	Mrs Michelle Steadman
------	-----------------------

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### Information about the setting

Bright Start pre-school opened in 1991. It operates from one main, large room and has the use of a small room, in a Scout and Guide hall in Orpington. The pre-school mostly serves the local area.

There are currently 61 children from 2.5 to 5 years on roll. This includes 26 funded three year olds and 16 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week during school term times and some sessions during school holidays. They are open for seven sessions per week, five mornings and two afternoons, between 9.30 am and 12.30 pm and 1pm to 4pm. They also provide 'mini-sessions' for parent/carers to attend with their children between 1pm and 2.30 pm twice per week. These sessions are for children and parents to become accustomed to the setting prior to starting the main sessions.

Children are cared for by a total of ten staff; not all staff work every session. Over half the staff have early years qualifications to NVQ level 2 or 3. The pre-school operate the Montessori approach to education. They are members of the Pre-school Learning Alliance and have gained an accreditation from them for the pre-school.

### How good is the Day Care?

Bright Start Montessori pre-school provides good care for the children. There are comprehensive policies and procedures in place which underpin the operation of the pre-school. Written records are kept in good order, up to date and confidentiality is maintained. The staff work well together as a team and provide good role models for the children.

The premises provide a warm, welcoming environment. They are fairly well maintained, though some minor improvements are required. Staff make good use of the main playroom by creating opportunities for small and large group activities. Staff are aware of the policies and procedures on health and safety and strive to ensure they provide a safe, secure environment for the children. Detailed information is gathered from the parents initially to enable staff to meet the children's individual needs. Attention is given to any special needs so that staff can ensure the appropriate support is provided. All staff and any students on placement are made

aware of the child protection procedures.

Children enjoy a wide range of activities. There is a variety of resources, including Montessori equipment in line with the groups' philosophy. There are some good displays, activities and resources which promote equality of opportunity. Activities are planned in advance to ensure all areas of the curriculum are included. Staff interact well with the children, providing support, supervision and encouragement. They question the children appropriately to extend their learning and they monitor their progress. Staff use positive methods to promote good behaviour and consequently children generally behave well.

Partnership with parents is very good. Parents are provided with useful information about the pre-school and the curriculum. They are given regular feedback on their children's progress and are encouraged to participate in the group.

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

At the last inspection the pre-school agreed to carry out four actions. These were to: improve the recording of fire drills; carry out regular risk assessments; identify a member of staff with responsibility for behaviour management and to provide written procedures in the event of a child being lost. These had all been satisfactorily completed and thus enhanced the quality of the provision.

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

- The policies and procedures are detailed, clear and in good order. Staff and parents are made aware of these. It was evident from staff's practice that they had a good understanding of the operational procedures of the pre-school.
- There is a wide variety of resources which are displayed to attract the children's attention and capture their imagination. Activities are provided which teach children about other cultures and their traditions and there is a good selection of visual images which portray the diversity of people within society. There are opportunities for children to learn new skills and engage in enjoyable and interesting activities. The curriculum planning and progress reports are used to ensure that children will develop in all areas.
- Staff interaction with the children is very good. They talk, listen and supervise children appropriately, as well as teaching them important social skills. There are clear boundaries for behaviour and staff are consistent in their approach to any instances of unacceptable behaviour. Praise and encouragement are used frequently.
- There are good systems in place to recognise and support any children with special needs. Staff liaise with parents and other agencies to ensure the children's individual needs are met. They share relevant information and ensure the children's progress is monitored and recorded.
- The partnership with parents is very good. The parents have recently formed a committee which meets to discuss any ideas parents may have for the

pre-school. Initially parents are given a prospectus which summarises the pre-schools philosophy and subsequently there is a daily contact book for staff and parents to record any information. There are also termly newsletters, parents' days, and written progress reports provided. The responses to the parents questionnaires and the 'thank you' cards and letters seen show that parents are happy with the service.

#### **An aspect of outstanding practice:**

The owner/manger of the pre-school had written and produced a play for the children to perform. This showed some traditional English Christmas scenes, but included children from around the world. Staff also dressed up and took part. The play was performed for the children's families and provided fun and enjoyment for everybody. It also followed up on the theme of children's work on 'continents', teaching children valuable information about the world around them.

#### **What needs to be improved?**

- some areas of the premises need industrial cleaning or redecoration
- the temperature of the hot water in the children's toilet area
- the access to the kitchen.

#### **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
4	Ensure all surfaces within the premies are maintained satisfactorily by re-decoration or industrial cleaning.
6	Make sure children cannot access the kitchen.
6	Control the hot water temperature in the children's wash hand basins.

## **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.*