

# Sunshine Montessori Pre-School

Inspection report for early years provision

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**Unique reference number**

EY337337

**Inspection date**

09/09/2010

**Inspector**

Rebecca Hurst

**Setting address**

St John's Church Rooms, Park Grove, Bromley, Kent, BR1  
3HR

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**Type of setting**

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**

Sunshine Montessori Pre-School opened in 1977. It operates from one room in St John's church, in Bromley. The premises include the use of a kitchen, toilets and an enclosed outdoor play area. The group mostly serves the local area, with a few children attending from further a field.

There are currently 61 children aged two and a half to five years on roll and the setting is in receipt of nursery education funding. Children attend for a variety of sessions. The setting currently supports children with special needs and who speak English as an additional language. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The group opens five days a week during term times. Sessions are from 9:00am to 12:30pm Monday to Friday and, on Monday, Tuesday and Thursday, from 1:00pm to 4:00pm. There is also a parent and toddler group on Wednesdays from 1:00pm to 3:00pm.

Five staff work with the children. All have early years qualifications equivalent to NVQ level two or three. The setting also accepts Montessori trainees as volunteers. The pre-school uses the Montessori method of education and all staff have Montessori qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the staff at the pre-school create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. The pre-school has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities.

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

To further improve the high quality early years provision the registered person should consider:

- continuing to assess the staffs training needs

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

Children are thoroughly protected from harm and neglect as all of the staff have excellent knowledge and understanding of child protection issues and how to safeguard children. Excellent procedures are in place to ensure all staff have up to date Criminal Records Bureau checks in place. The provider ensures she records the numbers for the checks and the dates they were carried out, this ensures she is fully aware of when they need to be up dated. Children are kept safe and secure, due to comprehensive risk assessments for both the pre-school and surrounding areas of the building. Daily safety checks are completed on the pre-school which further enhances the safety of the children.

Clear, accurate records are kept; including detailed attendance registers which ensures the safeguarding of children. Children's safety is further enhanced as children participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. The pre-school's concise policies and procedures ensure parents are fully informed about all aspects of the provision. This enhances greatly the children's safety, health and welfare.

The children have access to a varied amount of resources which promotes equality and diversity. Children learn about festivals and celebrations from around the world at an age appropriate level. The staff ensure all topics are handled sensitively, and that all parents are informed about the celebrations, so they can decide if they wish their child to take part in the activity. Parents are invited into the nursery to teach the children about what they do at home during their festivals. The staff make excellent use of being situated in a church hall, and carries out its annual nativity play in the church with the local vicar. The vicar also comes into the pre-school twice a term and reads the children stories. Consequently, children are able to have fun and progress with their development, by learning about the world around them.

Resources are deployed extremely effectively to allow the children to have maximum exposure to activities that enhance their independence skills. Resources are arranged and organised, which creates an enabling environment for children to play and learn. Children are confident and independent learners as they have easy access to low level furniture and a wide range and variety of exciting toys and play materials, which are all stored at a level they can independently access. Children learn early word recognition through the excellent use of name labels and computer software.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding well to their welfare and development needs. The provider is driving improvement through her ambition to train and improve both her knowledge and that of the staff through attendance on ongoing training courses.

Staff have excellent communications with both parents and outside agencies.

Parents and staff have built excellent relationships which greatly benefits the care of the children. Parents run fund raising events to raise funds so the pre-school can update its resources, which greatly benefits the care of the children. Staff keep the parents up to date with their child's progress through informative feedback. Staff have built an excellent rapport with the local early years team and those agencies that support children with special educational needs and/or disabilities. Consequently, children are being supported in all areas of their development.

Staff have evaluated the setting extremely well and they have clear priorities and targets for improvements. Staff consult parents in their self-evaluation. This ensures they get a clear picture from all users as to what they like and what needs to be improved. The provider works with the answers to improve upon the practice of the pre-school. As a result, the service is more than responsive to the needs of its users.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. This greatly builds the children's self confidence and their self esteem, which allows the children to acquire new skills through different learning experiences. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when playing in the garden. This ensures the children feel very safe in the care of the staff.

Children play and move around in a hygienically clean, tidy and well organised pre-school, promoting their health and welfare. Children are developing excellent independence skills especially at snack times. Each day, the staff pick a helper, who will go around all of the children and will ask what drinks they would like. The child, with the aid of the staff will then choose the correct coloured cup, and pour the drink for the child. Well developed routines encourage social skills and consideration for others.

Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy very clear, visual images of their children's experiences. Children are clearly making excellent progress from their starting points. Staff consult parents before they start at the pre-school to ensure they are fully aware of the children's abilities. These are then used to inform planning. All planning is adapted to suit the individual needs of the children that are participating in the activities. Staff are highly skilled in using open ended questions to enhance the children's learning. Staff adapt the language they use depending on the age and ability of the children that are accessing the activities. As a result, all children are attaining very well. Staff use the children's

next steps to plan focus activities and individual planning, which ensures the children are able to progress well with their development.

Children are developing excellent skills for the future through support in using a wide range of learning resources. Children of all ages are highly skilled in using the pre-school's laptop. Staff sit with the children to talk them through the words on the screen and the games. The children are adept in moving the cursor around the screen by using the child-sized mouse. Children's acquisition of independence skills are greatly nurtured through the Montessori activities that are on offer to them.

Children throughout the day are reminded and are taught the importance of sharing. All of the children are very good at explaining to each other why they need to share. Staff explain to the children, at a level they can understand, the importance of being kind to each other. Staff are highly skilled in talking to the children about how to behave within the setting. As a result, children are all very well behaved. Children thoroughly enjoy learning about the environment and the world around, through well thought out and meaningful activities.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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