

# MMI Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY303578
<b>Inspection date</b>	15/10/2010
<b>Inspector</b>	Angela Ramsey
<b>Setting address</b>	MMI House, 142 Mitcham Lane, London, SW16 6NS
<b>Telephone number</b>	020 8769 5555
<b>Email</b>	
<b>Type of setting</b>	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.

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## **Description of the setting**

Modern Montessori International pre-school centre was registered in 2005. The nursery operates from a converted three storey house. Children are accommodated in three rooms, one of which has been divided into four rooms. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 49 weeks of the year. All children share access to a secure, enclosed outdoor play area.

There are currently 37 children on roll, aged from one year to five years. Eleven of the children are receiving funding for nursery education. The centre currently supports a number of children who speak English as an additional language.

The centre employs eight staff; seven, including the manager, hold appropriate early years qualifications and one staff member is currently working towards an NVQ level 2. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children and their parents are welcomed at Modern Montessori International pre-school. Partnership with parents is good. Children are able to participate in a variety of meaningful activities and learning opportunities. Children's development and achievements are recorded. Key areas for improvement have been identified through the completion of Ofsted's self evaluation form.

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

To further improve the early years provision the registered person should:

- ensure all observations and assessments for individual children include plans for their next steps.

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

Children's welfare is effectively promoted through the detailed safeguarding procedures that are in place. For example recruitment procedures ensure that criminal record bureau checks are completed. Through discussion staff demonstrate a good understanding of safeguarding procedures. Staff know what action to take in the event of a safeguarding issue. Clearly organised systems are followed to ensure suitability of staff; all staff members undergo background checks. Effective induction and appraisal systems are also completed. Space is

organised well to enable them to move around easily in the group rooms. Potential hazards are managed due to the conducting of risk assessments. The procedures for handling any complaints that may occur are also in place.

Staff have a good knowledge of each child's background and needs. Activities and events which enable children to learn about different cultures are also provided. Staff demonstrate a commitment to inclusion and work closely with parents other childcare professionals such as speech therapists.

Good relationships have been established with parents and carers. Staff speak to parents daily about their child's day. Staff also keep a written diary which keeps parents informed of what their child has eaten, sleep times and what activities they have taken part in. Regular newsletters are also produced and parent meetings serve to keep parents informed of their child's developmental progress. The staff team demonstrates a strong commitment to making continuous improvements. Areas for improvement have been identified through discussion and the completion of Ofsted's self-evaluation form. Effective steps are in place to address these which serves to improve outcomes for children.

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

Children are happy and enjoy being at Modern Montessori International pre-school. Children are making good progress in their learning and development. Staff link the Montessori activities to the Early Years Foundation Stage framework. Staff observe children as they participate in activities and plan for children's next steps in learning.

Children and their families are warmly welcomed. Staff value each child and are aware of and respect each child's individual needs. Between them the staff team speak a variety of languages which is helpful especially during the settling in period. Images, books and displays promote different religions and cultures. Celebrations of festivals such as Eid are organised, parents are also invited into the setting to share their culture with the children and staff.

Children are developing a good understanding of how to keep themselves safe. Staff use group times and books which have been written for young children to discuss topics such as 'stranger danger'. A local community road safety officer visits to talk to the children and presents activities about road safety. During visits children are then able to demonstrate their understanding of road safety as they are aware that when crossing a road they need to wait for the 'green man' to cross the road safely.

Babies and toddlers have formed warm trusting relationships with staff. They approach staff for cuddles, reassurance and support, which staff readily supply. Staff talk to the children whilst they are engaged in activities, thus encouraging their language skills. Younger children become competent learners as they explore resources through their senses. For example, babies and toddlers enjoy

investigating toys where they are encouraged to push buttons, open and close flaps therefore working out that one action has an affect on others.

Children are making connections as they use their imagination. During role play one child told the inspector that her 'baby' needs to go to the doctors as she is very ill. The child gently wraps her 'baby' in a blanket. Once at the doctors she told the Inspector that her 'baby' needs an injection so she can feel better.

Activities are planned across all six areas of learning. Each child is assigned a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for each individual child's next steps in learning. As children play staff complete meaningful observations and photographs of the children participating in various activities are taken. A system to track children's progress has been implemented. Observations of children's achievements are recorded under each area of learning and their next steps planned for. However the recording of children's observations is not consistently well recorded by all staff members. Some observations have gaps and children's next steps are not always planned for.

Children's physical wellbeing is met well. Parents provide lunch for their children; these are stored appropriately to ensure they remain fresh prior to serving. Children are provided with opportunities to be active. When playing in the outdoor play area children enjoy playing group games such as 'What's the time Mr. Wolfe'. After lunch the younger children who attend are able to rest which again aids their physical wellbeing.

Modern Montessori International Pre-school offers an inclusive environment where differences are valued and activities adapted to ensure all children can participate. At present there are no children attending with special educational needs and/or disabilities. However during discussion it is apparent that the staff team have worked together in the past to offer care and support for children with special educational needs and/or disabilities.

Parents are encouraged to participate in themes and topics organised by staff. One of the displays is entitled 'On Fathers Day', there are photographs of dads who came into the setting and joined in activities with the children. There are photographs of dads joining in painting activities, reading stories and participating in circle time.

During this inspection the inspector spoke to parents for their views. All comments were positive. One parent said that staff 'take a genuine interest in the children', other parents commented on the daily feedback staff give on their children's day.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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