

Little Montessorians Pre-School

Inspection report for early years provision

Unique reference number EY343347
Inspection date 05/10/2010
Inspector Natasha Parsons

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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.

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Description of the setting

Little Montessorians Pre-School was first registered in 2004 under the management of a partnership. The setting was registered again in 2006 and is owned by a private individual. The group follows the Montessori method of education and receives funding for children aged three and four years. The pre school is located in a large scout hut with a secure grassed area at the entrance to Roding Valley Park in Redbridge. It is open from 9.15am to 12.30pm, Monday and Friday and 9.15am to 3pm on Tuesday, Wednesday and Thursday, term time only. The owner/manager and most of the established staff team are Montessori trained teachers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An accurate knowledge of each child's needs ensures that children's welfare and learning needs are mostly well met. Children are kept safe and secure and have formed effective friendships with both staff and their peers. The partnerships with parents and other agencies is successful, ensuring the needs of all children are met and children make good progress, given their age, ability and starting points. Effective self-evaluation, undertaken by the provider, ensures that priorities for development are identified and responded to, resulting in a provision that responds to user need.

What steps need to be taken to improve provision further?

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

- consider how the indoor and outdoor environments can be linked so that children can move freely between them providing a varied and wide range of activities
- provide children with the opportunity to use a range of ICT equipment and experiences

The effectiveness of leadership and management of the early years provision

There are effective procedures in place ensuring that children are safeguarded. Staff members know what action to take if concerned about a child and this is further supported with ongoing training. The pre school's documentation is organised and provides an effective framework for staff's practice. Children are closely supervised at all times, both inside and when in the garden. All staff are qualified in first aid and children's health records are accurately maintained.

Children are kept safe in a well planned environment, where staff complete daily appropriate safety checks and risk assessments each half term.

The manager and staff team work effectively with parents ensuring the continual exchange of information about the children through discussion and written information. Parents are provided with effective information about the provision and share information about their children, to inform staff of children's individual needs. Children are actively encouraged to make friends within the group and are respectful of others.

The provision is well managed; the staff team work effectively together and have their individual roles and responsibilities. Children benefit from good staff to children ratios and effective staff deployment at all times. In line with the Montessori ethos, children enjoy being able to self select activities and return them when finished, they are developing good independent skills when they clean up spillages from the floor and dress themselves for outside play. Children enjoy the long period of free play during the session; resulting in them concentrating for extended periods of time as they develop their play. Staff members effectively engage children in conversation as they ask open ended questions and are skilled in supporting children's language development at circle time. The pre school works in partnership with local schools to support children's transition.

Regular staff meetings support staff and enable them to appraise activities offered and to further plan. Regular training opportunities keep staff informed and their knowledge current. The manager has ensured all previous recommendations made at inspection have been addressed and has appropriate plans for improvement, including ensuring knowledge gained from training is shared and used by all the staff team.

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

Children make good progress in their learning and enjoy their time in the setting; they are happy and generally settled. Children are settled according to their individual needs and are allocated a key person to aid this transition. Staff welcome children, they are calm and gently spoken and this contributes to the harmonious atmosphere experienced by the children. Children are respectful with equipment and of each other and talk positively about their friendships and their time in the setting. They are inquisitive and ask questions to visitors including 'why are you wearing boots?' and 'why are you still here?'. They enjoy circle time because staff are skilled at including the children. They are given the opportunity to carry out tasks supporting the story, singing and the use of props keeps children's interest and broadens the activity. Children disappointed not to have had a turn are supported, and reassured by staff to help them understand turn taking.

Children develop good levels of personal independence, persisting at self-chosen tasks and often concentrating for long periods of time. Their behaviour is good and they respond positively to both staff and other children. Self-esteem is promoted

when children are praised by staff for their achievements. Children develop good communication skills, learning to use language in many ways. They have opportunities to explore mark making and develop their number skills when singing rhymes. They are able to practise their physical skills when using hoops and climbing apparatus outdoors, and improve their coordination as they use spades to move compost from the garden patch to the wheelbarrow. However, there is less opportunities for children to develop their ICT skills.

A starting assessment is completed by the children's key person and identifies what children can do; ongoing observation further informs this process and plots achievements. However, not all observations are evaluative and show how they link to each area of learning. Despite this, staff do generally plan effectively for the next steps in children's learning.

Children benefit from an informal snack time, they decide when they are hungry, and they develop their independence skills when they serve themselves and wash utensils after use. Healthy snacks and drinks contribute towards children's good health and children learn about effective hygiene when they wash their hands before eating and after using the toilet. Children have opportunities to enjoy being outside in the fresh air when they play in the garden and go for walks in the local community. The children do not have direct access to the outdoor area at all times, although the manager is seeking ways in which they can experience greater freedom using this area.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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