

# Mmi Pre School

Inspection report for early years provision

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**Unique reference number**

EY394181

**Inspection date**

10/02/2011

**Inspector**

Lorna Hall

**Setting address**

The Pavilion, Cottenham Park, Melbury Gardens, SW20  
0DH

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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

Mmi Pre School (Modern Montessori International) is one of a group of four settings. It was registered in May 2009 and opened in September 2009. The Pre School is located in a single storey cricket pavilion in Cottenham Park in the London borough of Merton. The Pre School opens each weekday from 09.15am to 3.30pm during term time only. Children have access to a playroom, an art room and a quiet room for sensory activities and rest periods. There is an office, a kitchen, storage and toilets for children and adults and an enclosed area for outdoor play.

The Pre School is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children in the early year's age range may attend the Pre School at any one time and full and part-time places are available. The Pre School welcomes children with special educational needs and/or disabilities although there is none on roll at present. A small number of the children attending are learning English as an additional language. Some of the children are in receipt of nursery education funding. There are currently twenty six children on roll who range in age from two years to four years old.

The manager and her deputy both have Montessori Diplomas which is equivalent to a level 4; other staff hold a level 3 childcare qualification. The setting accepts students who are undertaking training with The Modern Montessori International and other training colleges.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and make good progress in a well organised environment. Staff build strong relationships with parents and extend a warm greet at the beginning and end of the session. Children are successfully safeguarded because the written policy has all the required information. Linguistic diversity is valued and staff ensures resources reflect different cultures. The arrangement for children to have a snack does not promote their independence and they do not have access to water during the session. Staff work well together and are effectively deployed to support the children at all times.

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

To meet the specific requirements of the EYFS, the registered person must:

- improve the arrangements so children have access to water at all time during the session

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

- improve the arrangements at snack so the children are involved in a way that promotes their independence

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

The staff have a good knowledge and understanding of keeping children safe. The written safeguarding policy has all the required information and staff have good information to refer to should they need to report any concerns. Checks are carried out on all staff, volunteers and students and the written policy is updated regularly. Risk assessments and checks are conducted and staff are diligent to carry out daily safety checks. The building is secure and staff ensure that children cannot leave unnoticed and visitors sign the visitors book and state the purpose of their visit.

Through meetings and feedback from parents the leader evaluates her provision and reflects on what has been achieved. Consequently, good progress is made in addressing the recommendation made at the last inspection.

Ongoing appraisal of teaching is planned and training courses are identified to assist staff in their professional development. All of the required documents are in place. This contributes to the smooth and efficient running of the setting for the children.

The manager and staff are well aware of the different languages that children hear at home and they ensure that books and resources reflect a range of people. A comprehensive document is provided for parents so that they know about the Montessori philosophy of education. Information about the Early Years Foundation Stage framework is also displayed. The manager has attended suitable training to enable her to identify and support children who have special educational needs. Parents meetings are held so parents can discuss their children's progress with their children's key person.

Links with others, such as the Early Years advisor team, are well established.

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

The learning environment is successfully organised to enable the children to see what is available and make independent choices'. Staff are sensitive to the needs of the children and are effectively deployed so the children get the maximum enjoyment during play. Children show that they are confident and demonstrate a strong sense of belonging, because there are beautiful photographs of them involved in activities' display around the pre-school. Staff good use of praise and encouragement and the way they capture the children's achievements also promotes their self esteem. Children build strong relationship with adults and each other; consequently, groups of children regularly sit in the book corner and listen to stories. Equally staff and children engage in one to one play sessions, this way

staff can closely observe an area for development and identify any gaps in their learning.

Children are well behaved and enjoy group play; they listen to each other and wait their turn. They know the routine and help to tidy up at the appropriate time. Staff are good role models and help children to learn acceptable behaviour. They remind children to walk in the class room and to give thanks at snack time. These activities enable the children to develop skills for the future.

Children enjoy fresh fruit, water and milk at snack time. However, they do not have access to drinking water at all times. Although, children show good hand and eye co-ordination as they skilfully handle delicate china and glass and pour items such as dried pasta, rice and water into different containers. Their independence is not consistently promoted as they are not encouraged to cut fruit at snack time. They benefit from daily outdoor play periods in their enclosed play area and they make good use of the play park nearby which is checked for safety before children enter. Children learn why it is good for them to have a healthy diet. For example, they talk about the benefits they derive from milk. Cross infection is minimised because low level sinks in the class room and in the bathroom enables the children to wash their hands regularly. Staff are particularly careful about their cleaning routines and use antibacterial fluid to clean surfaces. They also use gloves when they supervise the children in the bathroom.

There are ample opportunities for children to initiate their play; consequently, children enjoy the activities and making good overall progress. Staff ensures that children are offered suitably challenging tasks that match their individual needs. Therefore, children regularly re visit favourite activities and show good concentration as they play imaginatively with wooden bricks. Children listen keenly to stories about the planets this helps to extend their vocabulary as they talk about the different planets. Older children label their work and all children trace and sound textured letters in an attempt to promote their reading skills. Staff observe and record each step and stage of children's learning in detailed records that relate directly to the Montessori activities and the Early Learning Goals.

Counting, sorting, matching and number recognition are encouraged through play and the use of a wide range of good quality equipment. Staff enable children to find out what happens when they press buttons on a working digital camera and the children show great delight when they see themselves on screen. The range of activities that is offered to the children helps them to develop skills for the future.

Staff have arranged a dedicated art and craft room for children to paint and make models. Children can choose to paint a picture at the easel if they wish or use a glue and paper to create beautiful designs using tissue paper. The dedicated sensory room enables the children to freely use their senses to express themselves. Younger children slide their hands round smooth shinny surface and look at

their features as they do so; they push and pull different textured items.

Linguistic diversity is valued and staff use a range of teaching methods to ensure all the children are involved. To ensure inclusion members of staff are matched to children who speak the same language.

## 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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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	3
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