

Papillion Montessori Pre School (2)

Inspection report for early years provision

Unique reference number

EY274516

Inspection date

08/06/2011

Inspector

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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

Papillion Montessori Pre-school is one of two pre-schools owned by a private provider. It opened in 2004 and operates from six rooms in a converted house in Hatch End in the London borough of Harrow. There is access to a secure outdoor play area. The pre-school provides a service for children from the local community. Before and after school clubs run from 8.30am to 9.15am and 3.45pm to 4.30pm. The clubs and the pre-school are open each weekday during term time and are only available for children who attend the pre-school. The pre-school is registered on the Early Years Register to care for up to a maximum of 34 children at any one time. The pre-school is also registered on both parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs five full-time staff and two part-time members of staff. Of these, seven staff hold appropriate early years qualifications. The Montessori teaching method is adopted within the pre-school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children enjoy learning through play and make good progress. They are cared for by enthusiastic and professional practitioners. Children's individual needs are met because trusting relationships are established between practitioners, parents and other professionals. Overall, the required paperwork is in place to promote children's safety and welfare. The pre-school's clear ability to reflect on practice and make changes to continuously improve the provision for children is evident.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare). 23/06/2011

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

- plan and provide a wider range of experiences for children's outdoor exploration

- develop further systems for reflective practice and self-evaluation to continually enhance the outcomes for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by robust recruitment and vetting procedures, including Criminal Record Bureau checks for all practitioners and students to ensure their suitability to work with children. Practitioners are well informed about possible indicators of abuse and the procedure to follow should they have concerns. Overall, children's health is promoted well. However, the specific welfare requirement to request written parental permission to seek necessary emergency medical advice or treatment is not in place. This breach in requirements, impacts on children's health in the event of an emergency. Effective daily risk assessments underpin children's safety and security on the premises and outings.

The management team demonstrates a strong commitment to providing good quality childcare and they begin to put systems in place for self-evaluation to bring about continuous improvement. They are keen to involve parents, children and staff in the self-evaluation process, and to further develop the pre-school's outdoor play area to enhance children's play experiences. All of the recommendations made at the last inspection have been suitably addressed to further promote children's welfare and learning.

There is a good range of Montessori and traditional toys, materials and resources to meet the varying needs of the children attending. Anti-discriminatory practice is securely embedded throughout the pre-school and practitioners work well in partnership external agencies and schools to meet the needs of the children. Practitioners plan activities to appeal equally to boys and girls; ensuring that all children can access the curriculum. There are many activities involving children in exploring local, national and international events, which gives them a strong understanding of how other people live their lives and the part they play in their pre-school and local community.

Children benefit from the friendly exchange of information between staff and parents, which ensure their changing needs are met and provide continuity of care. In addition, information is shared through regular newsletters, notice boards and children's learning journey assessments. Discussions with parents during the inspection reveal that they are very happy with the pre-school and the positive effect it has on their children's learning and welfare.

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

Children are learning how to keep fit and healthy by eating healthy snacks and by taking part in physical activities on a daily basis. They know why and when they must wash their hands in order to prevent the spread of germs, for instance,

before they eat their snack and after using the toilet. In order to promote oral hygiene, children recently enjoyed a presentation from a visiting dentist. Parents are required to provide healthy packed lunches and snacks for their children and they are given information about the provision of healthy and nutritious foods to put in their lunch boxes. Children enjoy cooking activities, for instance, making bread and fruit salad.

Children are familiar with the established daily routine and feel safe as they confidently move around the pre-school playrooms, relating well to all staff and visitors. They are learning to keep themselves safe, for example, as they participate in fire drills, replace their chairs under the table and talk about road safety. Children respond well to the high expectations of good behaviour. Staff model respect and good manners and as a result, children are well behaved, polite and considerate towards each other. They develop a high level of independence as they are encouraged to select and move resources from one playroom to another, always returning them to their original position. A combination of well-planned activities and effective teaching helps children to learn successfully in relation to their starting points and capabilities. The effective systems to observe, assess and record children's responses form the basis of the next round of planning through which children's individual learning needs are well catered for. Therefore, a clear picture emerges of each child's development and interests. In discussions with children, they state that they particularly like playing with the dolls and puppy, and painting.

Practitioners focus attention on listening with understanding, speaking clearly, early literacy and numeracy. Children are developing good early reading and writing skills as they recognise their names and letters displayed in the environment. They spend time mark making both in and outdoors as they use brushes and water to paint the fence, chalk on the ground, draw with pencils and crayons. Children's interest in books is nurtured because practitioners are particularly skilled at delivering interesting and captivating story times. Younger children's attention is sustained as they stand a round a table and use props to act out the story line and older children are able to concentrate and enjoy interactive stories as they respond to practitioners open questioning.

Children are enjoying problem solving, for example, as they count, sort, match and weigh ingredients during cooking activities. They are developing their understanding of information, communication, technology, for instance, as they use the computer, cash till and telephone. Children are caring for living things as they plant daffodils and observe the chicks hatching. Interest tables, displays and records show that children enjoy learning about and celebrating events that derive from world-wide cultures. The curriculum is further enriched by visiting teachers delivering gym, music and French sessions. Children are keen and motivated learners, they demonstrate enjoyment of their work, play well together and show a real desire to discover and find out about new things, for instance, as they pick the daisies in the garden to make rings for their fingers. By the time they leave pre-school, the majority of children are well on the way to meeting the goals set for the end of the Early Years Foundation Stage.

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