

Bright Start Montessori Pre School

Inspection report for early years provision

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Inspector

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Setting address

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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

Bright Start Montessori Pre-School opened in 1991 and has just celebrated its 20th anniversary. The pre-school operates from a scout and guide hut in Orpington, in the London Borough of Bromley and serve a wide area. Bright Start delivers the Montessori approach to education and has gained an accreditation from the Pre-school Learning Alliance. It opens five days a week during school term times from 9.25am until 4.30pm. Children attend either morning, afternoon or full day sessions. Part-time sessions are from 9.25am to 12.30pm or from 1.30pm to 4.30pm, although some morning part-time children stay for the lunch club before going home. The pre-school also provides French classes during the session for the children.

The pre-school is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 40 children under eight years; of these, not more than twelve may be under three years at any one time. However, the pre-school is not currently providing holiday care. There are currently 83 children from two and a half to under five years on roll. The pre-school receives funding to provide nursery education for three and four year olds.

A team of 14 staff, including the manager is employed at the pre-school, although not all staff work at every session. The manager and 11 of the staff hold appropriate early years qualifications and two staff are working towards their level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make significant progress towards the learning goals in this safe, inclusive and stimulating setting. Careful monitoring of individual children enables staff to tailor learning experiences to suit the needs of each child. Strong and well established relationships with parents and other agencies notably contribute to ensuring that children's learning and welfare needs are consistently met. Children's health and safety is given high priority and is underpinned by comprehensive policies and procedures. The staff team demonstrate a high commitment to continuous improvement which is achieved through very effective systems for self-evaluation and ongoing training.

What steps need to be taken to improve provision further?

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

- extending opportunities for children to have access to free flow

indoor/outdoor play

The effectiveness of leadership and management of the early years provision

Children's safety is paramount. The pre-school has comprehensive policies and systems in place to ensure that staff are fully aware of their role and responsibility for protecting children in line with Local Safeguarding Children Board procedures. Well documented risk assessments of the premises are used to identify possible hazards and help to keep children safe from accidents. Staff are well deployed at all times and regular fire drills ensure that all children and staff are familiar with emergency evacuation procedures. Rigorous recruitment procedures are in place to ensure that all adults working with children are suitable to do so. All required documentation is in place and is well maintained.

Partnership with parents is given high priority and parents offer very positive feedback on the care and information received from the pre-school and their child's key person. Two way contact sheets ensure that parents are kept fully informed about what their children have done during the week and encourage parents to be involved in their children's learning. Notice boards outside the front door of the hall, news letters and emails keep parents up-to-date with pre-school life and meetings with key persons are arranged with parents to discuss children's progress in the Early Years Foundation Stage. Staff work very well with other early years professionals such as the area SENCO and speech and language therapists and have very effective systems in place for sharing information with other settings, children attend.

The pre-school provides an inclusive setting and fully supports children with additional learning needs and children with English as an additional language. The stimulating environment is rich in pictures, posters, photographs, symbols, visual displays and some labelling. The extensive range of play resources and activities on offer to children encourage them to be active and independent learners, both indoors and outdoors, although opportunities for free-flow play are currently limited. The committed staff team demonstrate a high level of ambition to provide good quality care and continually improve outcomes for children. All recommendations set at the previous inspection have been addressed and all staff are involved in the self-evaluation process and identifying areas for future development. For example, plans are currently in place to introduce a vegetable and sensory area in the garden and for two members of staff to attend Forest Schools training. Staff are fully supported in their continuous professional development and attend training courses whenever possible

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

Children make significant progress in all areas of their learning and development because practitioners are very confident in observing their play, assessing their

progress towards the early learning goals and planning the next steps in their learning. Individual planning for each child is incorporated into the weekly planning, ensuring that children achieve to their full potential. Staff maintain profile folders for each child which clearly identify their progress in each area of learning.

Children are happy, confident and extremely self-motivated to learn through play and engage in the extensive range of stimulating activities on offer to them. They demonstrate increasing independence as they develop their practical life skills and continually make choices about their play, helping themselves to resources and activities. Children have excellent opportunities to express their creativity and thoroughly enjoy free painting, junk modelling, play dough, collage, role play, dressing up, musical instruments and singing songs.

Children develop good communication skills as staff spend much of their time playing with them, talking to them and extending their learning. Children confidently talk about their "news" at circle time and older children become increasingly confident in contributing their ideas and opinions. They are self-assured in using language to organise their play in the role play area and to talk to one another about their paintings. Children are developing a love of books. They enthusiastically look at books on their own in the well resourced book area and listen to stories read to them by adults. They also enjoy listening to stories using head phones and then confidently retell the story. Children have good opportunities for mark making both indoors and outdoors and many children can recognise and confidently write their own names. Children have very good opportunities to develop and extend their early mathematical knowledge using lots of practical activities for counting, size, shape and numbers as well as for matching and sorting. Many children can count to ten and beyond and use mathematical language such as big, small, tall, short, narrow and wide. Songs such as "Five Currents Buns" help children to begin to identify with early subtraction. Children enjoy using the computer and many are skilful at operating the mouse and keyboard. They learn about the wider world through topics and themes and the interest shelf provides many objects from countries across the world, including pictures, posters and positive image play resources. The role play area is regularly changed into different subjects such as a travel agents, vets, post office and doctor's surgery and nature walks in the garden and planting activities encourage children to learn about nature.

Children are encouraged to adopt healthy lifestyles. Staff teach them to be active and to understand the benefits of fresh air and physical activity, playing outside in the well equipped garden as part of their daily routine. Children learn good personal hygiene routines and automatically wash their hands after using the toilet and before helping themselves to healthy snacks at the canteen style snack bar. They understand that fruit is healthy and that germs make you sick. Children who stay to the lunch club are provided with healthy meals, cooked freshly each day in the kitchen, by staff who hold a food hygiene certificate. The pre-school has good procedures in place to ensure that children's special dietary requirements are consistently met. Children are encouraged to use tissues for wiping their noses and to dispose of them appropriately. Visits from the dentist, doctors nurse and police help children to reinforce self-care and to learn about staying safe.

Staff build up close relationships with children constantly praising and encouraging their achievements, acting as good role models and setting clear boundaries. As a result children are very well behaved and enjoy their time spent at the pre-school as they learn appropriate social and independent skills. The excellent range of carefully planned activities and learning experiences that the pre-school provides gives children an excellent basis for their future learning.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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

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| 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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