

Rainbows Montessori Pre-School

Inspection report for early years provision

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Inspector Denys Rasmussen

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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

Rainbows Montessori pre-school is one of two privately owned pre-schools and has been operating for 22 years. It has been registered in the current premises since 2011. It operates from a purpose-built single storey building, situated in Good Shepherd Church hall in Carshalton, Surrey. The children have access to a large hall and toilet facilities. There is also a kitchen for the preparation of snacks and drinks. There is a fully secure garden for outside play. There is wheelchair access to the premises and a disabled toilet. The pre-school opens each weekday from 9.15am until 12.15 pm during school term-times only.

Rainbows Montessori is registered to provide 40 places for children aged from two years to under eight years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 33 children on roll in the early years age range. The pre-school supports children who have special educational needs and/or disabilities, and those who speak English as an additional language. Children attend for a variety of sessions.

There are six members of staff, all of whom hold a relevant child care qualification. The manager has Early Years Professional Status. The pre-school use a Montessori approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and ambitious leadership has a very clear vision for the pre-school and has successfully created an inclusive environment with an atmosphere of mutual respect. The effective partnerships with parents, other settings and other professionals enable the children to get the support they need. This leads to effective continuity of care and learning, enabling all children to make excellent progress. Overall, systems to evaluate practice lead to a continually improving service which has enabled the pre-school to reach a very high standard of care and education.

What steps need to be taken to improve provision further?

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

- developing children's awareness of communication systems such as Braille.

The effectiveness of leadership and management of the early years provision

The pre-school place a strong emphasis on safeguarding. The robust policies and procedures which are clearly understood by staff and parents reflect the high quality practice. Children are well protected because of clear vetting procedures and designated staff fully understand their responsibilities. All the required records are well maintained and the pre-school is organised with effectively deployed staff. There are thorough and rigorous risk assessments and any accidents are evaluated so that measures are put in place to prevent an occurrence. Play resources are varied and depict positive imagery supporting children to value diversity. They are stored at child level to encourage children to make independent choices to support their own learning.

The leaders have a clear sense of purpose about what it is they want to achieve and have high expectations of themselves. They value their staff highly which means morale is good and the atmosphere is one of mutual respect. There is a strong commitment to continual improvement to provide an inclusive and stimulating environment. The pre-school seek the opinion of the parents, the children and the Local Authority to identify priorities for improvement and are highly reflective on their practice. They have recently been involved in a process to reflect on how they can improve children's language and communication skills. This has enabled the pre-school to improve the supportive and stimulating environment where children enjoy experimenting with and learning language. All children and staff routinely sign as well as talk to promote confidence and inclusivity in communication skills.

Staff development is encouraged and ideas are brought back to pre-school to inform practice. For example, staff attended a conference about supporting boy's learning. This resulted in the staff encouraging more men into the pre-school to work with the children and to provide more creative means of mark-making outdoors, recognising that children have different learning styles. The pre-school is highly committed to working in partnership with parents, other settings and professionals by taking a lead role in establishing effective working relationships. This has resulted in well-established channels of communication to ensure all children are supported to successfully promote their learning and development. Parents comment about the 'supportive atmosphere', the 'approachable and kind staff' and the fact their children have 'progressed really well'. Parents also appreciate their children have learnt to be 'good citizens' and are 'very well behaved'.

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

Assessment through high quality observations and information from parents and others is used very effectively to guide the planning. Children's interests and significant events in their lives are noted and used to provide a relevant learning

experience. The knowledgeable and skilful staff have a secure understanding of the Early Years Foundation Stage and are highly effective in supporting children to make very good progress. The exceptional organisation of the educational programme enables the needs of all the children to be met exceedingly well. The rich, varied and imaginative experiences offered to children spark their enthusiasm to learn. Children are eager to attend the pre-school and show high levels of curiosity and concentration. Children are given excellent opportunities for problem-solving and reasoning. They have autonomy in the pre-school and are encouraged to explore the environment accessing equipment and making choices in their play. The sensorial activities support their knowledge of shapes, sizes and patterns and they take great delight in completing the practical life exercises which they use to increase their dexterity, count, sort and match. For example, they use tongs and spoons to transfer buttons from one container to another and count them, sort into colours and sizes and proudly show their friends when they complete the task. Children experiment in the sand tray learning about volume and capacity and explore the differences in wet and dry sand. Children take pleasure in looking at books and listening to stories, participating with enthusiasm. They learn to recognise their own name and their friends names and have a very good understanding of letter sounds. They have music sessions to encourage them to sing and experiment with musical instruments and rhythm. They play sound games and bring objects from home to share at key group times, promoting their listening and speaking skills.

Children are very confident and competent in expressing their thoughts, helped by the innovative communication systems in place, this supports their self-esteem. Staff use signing, picture cards and photographs to re-enforce routines. All the children sign routinely during everyday activities and really enjoy signing and saying the words that begin with the letter of the week consolidating their understanding of letter sounds. Children are aware of a variety of communication systems although Braille has not as yet been introduced to the children. Children are able to and are encouraged to talk about their concerns and staff use inspiring ways to do this. For example, children took home a photograph album with 'Rainbow bear' featured in all areas of their new premises. The parents were encouraged to talk to their children about the similarities and differences between their old premises and the new one and to record their children's feelings about moving to the new premises. These are recorded in the album and are discussed with the children to acknowledge their feelings and reassure them. Children are very happy at the pre-school and play with their friends enthusiastically. They show a strong sense of security and understand the routines. For example, a child explained it was tidy up time because the music is playing. The staff are highly skilled and sensitive in their management of the children resulting in exemplary behaviour. Children are well supported by their key worker and spend parts of the session in their key groups where close relationships are evident, enabling all the children to feel safe and secure.

Staff promote excellent hygiene practice with regular routines such as hand washing and using anti-bacterial gel. Children have their own separate towels and change their shoes when playing indoors. This coupled with the pre-school's clear sickness policy reduces the risk of contamination and the spread of infections. Healthy lifestyles are encouraged by offering healthy snacks, encouraging children

to regularly drink water and providing innovative opportunities to engage in and discuss physical activity. The pre-school focussed on physical activity leading up to the summer term which culminated in sports day. This is being extended this term and is focussing on the Olympics and the continents which is sparking children's interest in different sports and supporting their knowledge of other countries and different cultures. Children embrace technology and use it routinely. For example, a child decided to take the compact disc player outside in the garden to 'make a disco'. Children take great pleasure in looking at books and listening to stories, participating with enthusiasm. The children learn to reflect on what they have enjoyed or plan to do at pre-school through discussion at circle time. The knowledgeable and skilful staff have a secure understanding of the Early Years Foundation Stage. They are highly effective in supporting children to make very good progress using a Montessori approach, equipping children with the skills they need to secure 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

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

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

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

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