

PAPILLON MONTESSORI PRE SCHOOL

Inspection report for early years provision

Unique reference number 509135
Inspection date 06/12/2011
Inspector Caren Carpenter

Setting address Millhillians Sports Club, Headstone Lane, HARROW,
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Type of setting Childcare - Non-Domestic

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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

Papillon Montessori Pre-School was registered in 1997. It operates from a sports pavilion at the Old Millhillians Rugby Club in the London Borough of Harrow. Although there is no access to an enclosed outdoor play area, children make regular use of the playing fields that surround the pavilion. The pre-school opens from 9.15am to 3.45pm each weekday during term time. Children attend all day or either morning or afternoon sessions.

The pre-school is registered to care for 20 children in the early years age group at any one time. There are currently 16 children on roll. It receives funding for the provision of free early education for children aged three and four. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It follows Montessori teaching methods. It employs four members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are valued as individuals and welcomed into the pre-school. They make satisfactory progress although they do not have regular opportunities to be physically active outdoors and there is a limited range of role-play resources. Most areas are safe although not all hazards have been minimised and the temperature of the room is not always appropriately maintained. Close partnerships with parents help ensure that children's needs are appropriately met. However, parents are not fully involved in their children's continuous learning. Systems are in place to evaluate the setting's strengths and areas for development and identify priorities for their continuous improvement.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children are kept to a minimum (Suitable premises environment and equipment) 30/12/2011

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

- ensure that the room is maintained at a temperature which ensures the comfort of the children and staff
- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- plan further the daily use of the outdoor environment to offer children freedom to explore, use their senses, and be physically active and energetic
- improve role play resources to extend and support children's first hand experiences and their different interest to develop their imaginative skills.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound understanding of safeguarding procedures to protect children in their care. They are aware of signs and symptoms that may indicate concerns and know who to contact if they are worried about the welfare of a child. Recruitment and vetting procedures are sound which helps to make sure that staff are suitable to work with children. Most hazards are identified and action taken to minimise the risk is documented. However, not all hazards are kept to a minimum and this is a breach of a legal requirement. The temporary portable electrical radiators that the setting is using to keep the room warm pose a potential risk to children's safety. Although these temporary heaters were in place on the day of the inspection the room temperature was not adequately maintained to ensure the comfort of the children.

The management generally demonstrates a sound capacity to maintain continuous improvement. There have been satisfactory improvements since the previous inspection because the manager has addressed some of the recommendations raised. For example, children can independently choose from a selection of books in the comfortable book area and hazardous substances are stored out of children's reach. The manager and staff identify the strengths and weaknesses of the pre-school. Staff work closely as a team to provide suitable care and education for children. Children receive individual care and attention because the pre-school operates an effective key person system to establish close bonds and help them settle into the pre-school. Records, policies and procedures are in place; they reflect current legislation and are shared with parents. Staff are suitably deployed and children engage in activities and resources that are provided for them. However, there is a limited range of role-play resources.

Children are encouraged to develop a strong sense of community because all staff have a genuine and caring approach. They help children celebrate their differences and similarities which helps them feel valued and gain a sense of belonging. Appropriate systems are in place to support children with special educational needs and/or disabilities. Staff identify any additional support required to help ensure that the individual needs of children are appropriately met. Partnerships with parents and carers are satisfactory. Staff obtain detailed information from parents regarding their child's interests, personal care needs, routines and favourite toys. The pre-school provides parents with regular newsletters to keep them informed

about future events. Staff engage warmly with parents to keep them informed about their children's daily routine and their achievements. However, parents are not provided with opportunities to discuss their children's achievements and to contribute in planning the next steps in their learning. Parents comment positively on the care their children receive. The manager has established links with local schools to support the continued progression of children's care, learning and development.

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

Children enjoy their time at the setting and arrive happy and eager to start their day. They are secure and comfortable with a stable routine that is familiar to them. They are making satisfactory progress towards the early learning goals. Staff make regular observations and use these to plan suitable activities for each child. They also use children's interests, their starting points and their capabilities. Children's learning journals are appropriately maintained and include interesting observations with photographic evidence. These show how the children's learning is supported across all areas of learning.

Children are making satisfactory progress in their communication, language and literacy skills. They are developing mark-making skills as they are beginning to write their names and draw recognisable pictures. They have access to writing materials such as paper pencils and crayons which they select independently. However, they do not have opportunities to write for different purposes. Children enjoy looking at books for pleasure and participate well in story sessions. Children are confident speakers and engage in conversation well with each other and adults. Children are developing their problem solving skills using a range of Montessori equipment to compare, sort and match. They learn simple subtraction through nursery rhymes, songs and games. They enjoy a selection of creative activities, such as sand play, painting, sticking and exploring the texture of jelly. They have access to a box of dressing up clothes which they select independently. However, challenging opportunities to express and communicate their ideas, thoughts and feelings by using a suitable range of role-play equipment are limited. This has an impact on how well they are able to develop their imaginations.

Children enjoy weekly opportunities to participate in indoor physical activities. For example, a visiting mobile gym allows them to use a selection of equipment such as a trampoline, a tunnel and hoops. They enjoy practising their balancing and movement skills. However, they do not have regular opportunities to participate in outdoor play to explore, use their senses and to be physically active and energetic.

Children are developing an appropriate understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. They enjoy healthy snacks that support their individual dietary needs. They have good access to fresh drinking water which they can help themselves to when they are thirsty. They are learning how to keep themselves safe. For example, they know they must place their chairs back under the table so that they do not trip and fall.

They also regularly practise fire drills. Children's emotional well being is strongly nurtured. They are developing friendships with each other and are well behaved. They know what is expected of them because boundaries are consistently and sensitively applied by caring and supporting staff. This helps them know what is expected of them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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