

# One World Montessori

Inspection report for early years provision

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<b>Unique reference number</b>	EY284442
<b>Inspection date</b>	09/05/2012
<b>Inspector</b>	Lisa-Marie Jones

<b>Setting address</b>	Chislehurst Village Hall, Church Lane, Chislehurst, Kent, BR7 6NY
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<b>Type of setting</b>	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**

One World Montessori is privately owned and was registered under the current provider in 2004. It operates from a village hall in Chislehurst, Kent. The pre-school is open from 9am to 12noon or 12.30pm for children who wish to attend a longer session. It operates Monday to Friday during term time and a school holiday club is offered if there is a demand.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is registered to care for no more than 32 children aged under eight years; they may all be in the early years age group. There are currently 37 children in the early years age group, from two to under five years old on roll. The staff support children who speak English as an additional language.

There are six staff members who work at the setting, including the provider. Of these, five have relevant childcare qualifications. The provider/manger is currently working towards an Early Years Childhood Degree. Staff use the Montessori method of teaching.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A well developed knowledge of each child's needs helps staff to successfully promote children's welfare and individual learning. Children are safe and secure and enjoy learning about the world around them. The pre-school is welcoming and conducive to children's play and learning, both indoors and outdoors. Engagement with parents is good but partnerships with others involved in children's care are less established. Regular self-evaluation by the management team makes sure that priorities for development are identified and acted on, demonstrating a strong capacity to maintain continuous improvement.

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

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

- improve systems to ensure effective continuity and progression by sharing relevant information with other practitioners involved in the children's care.

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

Staff are clear about their roles and responsibilities to safeguard the children in their care. They are trained in child protection and know the procedures to follow

in the event of any concerns about a child's welfare. Risk assessment is effective in promoting children's safety in the setting and when on occasional outings. Activities and resources promote inclusivity, as well as independence. Children enjoy a good range of practical learning opportunities, such as looking at cultural differences when celebrating festivals, therefore promoting positive attitudes towards differences. Provision for the Early Years Foundation Stage is effectively led, and combines well with the Montessori methods of teaching that takes place. Staff ensure that children receive good all-round learning to support their individual needs.

The planning and assessment systems involve an in-depth look at children's interests and planning for the next stages of their development. Parents and carers are made very welcome and relationships are positive. Parents receive lots of up to date information regarding their children's progress and are encouraged to discuss any needs their children have, at any time. Some children also receive care in other settings. The staff recognise the importance of partnership working but have not been proactive in sharing relevant information to promote continuity of care and to ensure that their provision enhances the experiences children have elsewhere. Some basic information sharing takes place with childminders who share the children's care.

Self-evaluation indicates that the managers are well aware of most weaknesses and strengths of the provision and they have implemented various strategies to promote better outcomes for children. They have reviewed organisation of story time to ensure all children of different needs can gain the most from the activity. Children have more opportunities to use numeracy and writing skills in role play and when playing outside. Parents have more involvement in their children's development through regular meetings and progress reports. On the whole parents state that they are extremely happy with the care and education that takes place. They report that children are happy and are making good progress in their overall development.

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

Children are very happy and enjoy a variety of activities that promote independent learning throughout the pre-school. The programme of activities is well balanced, meeting the needs of children and they are making good progress in all aspects of their learning. Arrangements are in place to observe and assess each child's achievements, interests and learning styles. As a result individual learning needs are identified. Activity planning takes account of the six areas of learning and the next steps for children's individual development. Children are busy and focus well in chosen activities; they settle quickly to play and enjoy the company of others, in a relaxed atmosphere. They help themselves to the wide range of high quality toys and equipment that are arranged on low level shelves. They make full and effective use of the activities available to them and are skilled in using their imagination in role play situations. Communication and language skills are developing well; children are articulate, ask questions and are inquisitive. They can

manipulate tools safely, such as scissors and have a developing interest in numeracy and problem solving through every day activities. They produce very intricate pictures and some have a real eye for detail as they sit and focus well. They are able to recognise numerals and letters and can write letters and their names clearly to label their own work.

Children are adopting good personal hygiene habits through hand washing routines and are developing good manners, social skills and learning about healthy eating and making healthy choices. At snack times, children are enthusiastic about trying different foods. Children have access to a free flow play area that can be adapted to suit their needs and accommodates the curriculum both indoors and outdoors. They enjoy cooking activities and themes encourage them to learn about being healthy and what foods provide good nutrients to help grow healthy bodies and how exercise plays an important part of keeping fit and well. Children benefit from other professionally led sessions for dance, music and French.

Children show they feel safe and readily approach adults to seek help if needed. There are good opportunities for children who have English as an additional language to make progress and feel settled, as staff develop close relationships with the children and are very aware of their needs and able to support them to develop and progress. Staff create an environment where children play happily and co-operatively with each other, feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for 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

<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	2
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

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

<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	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

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

Met