

Kia Mena Montessori Pre School

Foxgrove Road, Beckenham, Kent, BR3 5AS

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| Inspection date | 06/02/2013 |
| Previous inspection date | 30/11/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children enjoy taking part in activities that interest them and which further their development.
- Staff observe children and record their progress to effectively plan for their individual needs.
- Effective partnerships with parents and other professionals are well developed to support all children. Including those with additional needs.
- The staff are committed to developing their practice to improve learning for children.

It is not yet outstanding because

- Some areas within the setting are not as enticing to children meaning that they are not motivated to fully explore them.
- Staff do not use a wide variety of resources to support children who are learning English as an additional language. As a result, there are missed opportunities to encourage their language development.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main play rooms.
- The inspector held meetings with the provider and manager of the pre-school.
- The inspector looked at a sample of children's progress records and activity plans.
- The inspector had discussions with a small group of parents.
- The inspector had discussions with some staff members.

Inspector

Sarah Moore

Full Report

Information about the setting

Kia Mena Montessori Pre-School is privately owned and operates from a single storey premises in the cricket club grounds in Beckenham, Kent. The pre-school has operated since 1994 and registered at this venue in 2001. The children can access two main play areas, an enclosed undercover area for outdoor play and an open grassed area. The pre-school opens each weekday during term time only from 9.15am to 4.30pm. Three sessions operate within these times. Morning sessions operate from 9.15am to 12:30pm. Afternoon sessions operate from 1.15pm to 4.30pm and a lunch time session is also available from

12.30pm to 1.15pm. Children can attend for a full day. The owner holds a Montessori Teaching Diploma. Both the manager and one other staff member have an Early Years Degree, one staff member has a relevant childcare qualification at level 4 and two staff have a relevant qualification at level 3. An assistant is training towards a qualification at level 2. A minimum of five staff care for the children at each session. The pre-school is on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. There are currently 73 children on roll aged between two to five years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. It operates according to the Montessori ethos and provides funded early education sessions for three-and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a wider variety of resources that reflect the home languages of children in the pre-school who are learning English as an additional language to enable staff to help these children develop their language and literacy skills even further
- consider enhancing children's learning, for example, by; introducing real life resources into the role play areas to extend children's play and learning, by making the book areas cosy to encourage the children to settle and spend more time in these areas and by displaying posters and children's work at the children's level so they are able to see them easily.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide well planned activities for children, which cover all the required areas of learning within the Early Years Foundation Stage. Children enjoy taking part in activities that further their learning and development. Staff teach children new words such as 'cube' and 'prism' when they construct a wall using different shaped building blocks. This supports their language development well. Staff encourage children to use control when balancing the blocks, which supports their physical coordination skills. Staff carry out effective observations regularly and record children's development, using this information to plan activities inline with children's individual needs. As a result, most children make good progress in their learning. However, children who are learning English as an additional language do not develop their language skills in English as well as they might. This is because staff do not use a wide variety of resources that reflect the languages

children speak at home.

Children are grouped by their age into two main play rooms. This means that different activities are tailored to meet the needs of both the youngest and oldest children. Children move freely between both rooms deciding where to play and who to play with. This effectively supports children's social and emotional needs by enabling friendships to continue as younger children move into the older room. The staff skilfully question children to enhance their learning during activities. When children are exploring the sand, the staff ask questions such as 'what does it feel like' and 'what will happen if we add water'. During imaginary role play, the staff enrich the experiences for the children by intervening in their play for short periods of time, being careful not to take over.

Staff effectively communicate with all parents, including those that may be reluctant. Parents are kept informed in their child's development through termly development summaries, individual contact books that are shared between the child's home and the setting and daily discussions with staff. Parents comment that their children are 'progressing well in their all-round development' and state that 'older siblings who have recently left the setting to go to school have been prepared and ready in their development'.

The contribution of the early years provision to the well-being of children

Staff are focussed on meeting the individual emotional needs of all children. Younger children use their comforters when they need them to enable them to feel secure. Staff share with children happy memories of activities they have previously enjoyed to encourage them to come in happily when they arrive. The children share with staff photographs they have brought to pre-school of their achievements at home. This effectively supports their confidence and enables children to feel proud of their achievements.

Good staff practices help children to be safe and healthy. Access to fresh drinking water and a child sized mobile hand washing unit enables children to manage their own care needs during play. Staff teach children how to be healthy by reminding them to wash their hands before meals and after going to the toilet. Staff use fun imaginary play to enable children to think about their health and safety. Children enjoy putting on the builders hats to keep themselves safe when using tools and building towers. They make sure 'babies' have blankets to keep them warm.

Children are confident within the pre-school and show this by explaining 'the rules' to each other. Children tell one another to line up when washing their hands. They also help staff to count how many children are present at an activity in order to decide if it is too crowded. Children benefit from an enclosed, sheltered outdoor area, which they access during all weathers. Children enjoy using the outdoor equipment, which helps them to develop their balance and coordination. The pre-school is well-resourced and welcoming for the children; however, some areas are not as stimulating as they could be. For example, the role play areas do not include any 'real life' equipment. Children show they

feel secure in the pre-school by confidently moving between the different activities that are available.

Staff effectively support all children, including those with additional needs. Parents comment 'the staff knew how to meet my child's emotional needs when he joined the pre-school'. Individual children who struggle with change are supported well. Good partnerships with others is evident to ensure continuity for children. For example, staff arrange additional support for children if needed, as they progress onto school.

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

The provider and manager have good knowledge and understanding of the welfare, safeguarding and learning requirements. Good procedures are in place to help staff keep children safe. The premises are secure and good recruitment procedures check staff's suitability to care for children. The manager consistently monitors the assessments of children's development and the activities planned for children. Staff use these regular assessments to record any areas that children are not developing as well as they could. The manager has developed procedures further to identify if any groups of children in the pre-school are not making as much progress as they could.

Well-developed systems for monitoring and discussing staff practices are in place. Staff meet regularly as a team to discuss their practice. There is a supportive network amongst staff and this is used as they work together as a good team. Staff access training to update their knowledge and skills. Some staff have recently completed an Early Years Degree to bring fresh ideas to the pre-school. Most staff have suitable qualifications and all staff receive Montessori training. A staff appraisal system is in place and all staff are able to discuss their performance and set joint targets.

Good partnerships with both parents and other professionals are established. Parents are kept well informed of their child's progress through written reports, discussions and shared comment books. Staff work with the local early years advisory team for support. They work together to support the needs of individual children and also the needs of the pre-school in order to develop staff professionally. Staff have a thorough development plan in place that has been designed with the support of their early years advisor. In addition to this plan the manager also seeks the views of the parents, children and staff as part of their self-evaluation process.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | 405131 |
| Local authority | Bromley |

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| Inspection number | 814286 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 40 |
| Number of children on roll | 75 |
| Name of provider | Sharon Hudson |
| Date of previous inspection | 30/11/2011 |
| Telephone number | 020 8658 9009 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Store St
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