

Mini VIP's Montessori Nursery and Pre-school

1 Campbell Road, CROYDON, CR0 2SQ

Inspection date	21/03/2013
Previous inspection date	04/04/2011

The quality and standards of the early years provision	This inspection: 4	
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider has not identified key weaknesses in staff practice, which result in concerning breaches of legal requirements that compromise children's welfare and safety.
- The nursery environment is not safe because staff fail to identify and minimise potential risks, due to their lack of understanding of how to do so.
- Staff do not record accurate details of accidents; therefore they do not relay the correct information about accidents, injuries and treatment to parents.
- The key person system is not strong enough to ensure that all parents know who their child's key person is. As a result relationships are not built between all parents and their child's key worker and this affects the consistency of care for children.

It has the following strengths

- Most children are settled and enter the nursery smiling and happy. They behave well and are eager to learn.
- Staff offer good levels of support for children who are learning English as an additional language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the interactions between staff and children throughout the inspection.
- The inspector carried out a joint observation with the registered provider, who manages the provision.
- The inspector spoke to staff, children and a number of parents throughout the inspection.
- The inspector held meetings with the registered provider.
- The inspector looked at records relating to safety, accidents, children's progress and policies.

Inspector

Linda Du Preez

Full Report

Information about the setting

Mini VIP's Montessori Nursery and Pre-school opened under its current registration in 2010. It is privately owned and operates from a church hall within the London Borough of Croydon. The hall is sectioned off into areas for babies and older children. There is an enclosed outdoor play area. The nursery is open from Monday to Friday between 8am and 6pm for 51 weeks a year, and serves the local community. The nursery also offer out-of school care with a breakfast club from 8am to 9am, an after-school club from 3.30pm to 6pm and a school holiday club from 8am to 6pm. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

There are currently 62 children in the early years age range, who attend a variety of sessions throughout the day and eight children between the age of five and eight years attend the out of school provision. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education to children aged three and four years and receives support from the local authority through an early years advisor. The nursery follows the Montessori educational philosophy. There are nine members of staff, including the registered provider who also acts as the nursery manager. Seven staff hold appropriate early years qualifications, two hold Montessori qualifications and the provider holds a degree in early years.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that premises, including outdoor spaces, are fit for purpose and that spaces, furniture, equipment and toys, are safe for children to use with particular regard to the outdoor area and the area in which children rest and sleep
- ensure that the record of accidents or injuries accurately reflects exactly what happened and that parents fully understand the nature of the accident and what first aid treatment was carried out
- improve the arrangements for the supervision of all staff to provide support, coaching and training in order to develop all staff's understanding of safety in the nursery environment and how to implement policies and procedures effectively
- improve the key person system in order to build relationships with all parents and/or carers by informing parents and/or carers of the name of their child's key person and explain their role; seek to engage and support parents and/or carers in guiding their child's development at home.

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

- provide labels signs, posters and word banks where children can see them and use them as a point of reference in their play and improve the quality of books.

Inspection judgements

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

Staff seek information from parents when children start at the nursery to find out children's developmental starting points. They monitor children's ongoing development by observing them and set clear goals for each child's future progress. All the children at the nursery have a learning journal, this contains written and photo observations from staff, and comments from parents or key person. Staff then use this information to assess the next steps for children. Every child has their own key person who tracks their progress and plans for their learning. However, staff do not always ensure that all parents know who their child's key person is or what role the key person has, as required. Therefore, some parents are not consistently informed of their children's learning and development. Staff have developed systems to carry out the required two-year-old progress check and have all relevant information ready to complete the assessment when necessary.

Throughout the day, children self-select resources. They help themselves to books, puzzles and Montessori resources where they explore capacity and space, pouring water

into different size jugs. Outside they play in the sand, creating shapes and patterns. They are in charge of making their own decisions about what to do. Some children make marks and recognisable symbols and letters. However, some books in the reading area are old and torn, so do not encourage children to make full use of this resource. Staff do not always fully support children's literacy skills. For example, they do not place resources, such as signs, posters and labels at children's level to help children understand that print carries meaning. However staff use other means to demonstrate writing skills to children, such as drawing in the sand and encouraging children to copy the patterns and letters

Children explore shape and measure as they play with sand and water. They fill jugs of different sizes, and create shapes and patterns in sand. They count out pencils and compare their sizes and shapes. These mathematical experiences help children develop some skills they need for the next steps in their learning.

Some children enjoy expressing themselves through role-play as they demonstrate their imaginations by pretending to make food and drinks for each other and staff. They enjoy creating collages in the outdoor area and all work at their own level, some carefully thinking about shapes and colours they will use, while others enjoy exploring how the glue spreads and creates patterns on the paper. Staff praise them throughout, which helps children to feel valued and motivated.

The staff team speaks a variety of different languages and they provide invaluable support for children who are learning English as an additional language. Other staff also learn key words in children's home-languages and use these in the nursery. This positive practice supports children's language development and acquisition of English. Consequently, children use both English and their home languages as they communicate with others during their play.

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

Staff do not have suitable systems in place to check the nursery environment is safe and fit for purpose. Although they carry out weekly checks, they rely on tick lists rather than thorough visual assessments and, as a consequence, some hazards are overlooked and compromise children's safety. For example, they tick that the outdoor area is free from weeds, even though there is a large stinging nettle on the pathway. During the inspection, staff's poor attention to safety leads to an accident involving a cupboard door falling on children where they are resting. Children's safety is compromised as staff fail to react in a timely manner and take thirty minutes to check the area is safe for children to continue to rest in. These oversights and seeming lack of regard for children's safety demonstrate that staff do not have a full understanding of the procedures for checking the environment is hazard free. .

Children and parents arrive at the nursery to a warm welcome from the friendly staff team. The key person gets to know them and helps them to settle in when they start at the nursery. Although staff know their key children very well, they do not ensure that all

parents know their child's key person, so they do not fully support consistency in children's care. However, children form trusting relationships with staff, which enables them to seek support when needed. Babies and toddlers enjoy cuddles and staff offer lots of care and explanations when children need reassurance. Staff gather information about the youngest children's likes and dislikes which helps to develop a care routine that meets children's basic care needs. For example, when toddlers hear the door bell and think that their parents have arrived to collect them, staff explain that the parents will be there later when they have finished work and give them a cuddle. Consequently, children feel reassured and settle down to play; they soon laugh and giggle as staff sing to them and tickle them.

Children benefit from a variety of activities, such as painting, cutting and sticking, to support their physical skills. Staff provide a suitable range of activities that children experience on a daily basis to support their physical development in the outdoor area. For example, children learn to ride tricycles, balance and climb.

Staff support children by introducing them to visitors and explaining why they are at the nursery, which helps children to feel secure. Consequently, they chat confidently to visitors and invite them to join in with their play. Children play well together and share toys. Children and staff work together to agree rules and codes of behaviour, so that children understand what is expected of them.

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

The provider does not demonstrate an adequate understanding of their legal responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have not ensured that staff carry out effective procedures to assess risks or hazards which may arise. Furthermore, some staff write up inaccurate records of accidents and injuries to children resulting from those accidents. This poor practice means that parents receive incorrect information, which is not a true reflection of the cause of accidents or the full extent of injuries sustained. These failings also breach the requirements of the Childcare Register and compromise children's well-being. All staff have completed training in child protection and are aware of how to raise concerns with regard to the welfare of children in their care.

Management demonstrates a suitable understanding of the learning and development requirements. They oversee planning and assessment in order to check that staff plan according to children's needs.

Although staff evaluate the provision, they do not sufficiently drive and secure improvement. At the previous inspection, the nursery provider was required to make a number of improvements. Most of these are now in place. However, a crucial aspect, with regard to assessing risk to children remains unchanged. Management monitors the continuous professional development of staff to identify training needs. However, management does not successfully supervise staff and is unaware of the inconsistencies in

how staff implement nursery policies and procedures.

The nursery team works in partnership with other early years settings; for example, the staff compile transfer documents to share information when children move on to school. Staff seek extra support from external agencies to acquire appropriate interventions for children in need of additional support.

Staff talk to parents during drop off and pick up times. Some hold meetings with parents to share children's records and information on children's progress. This communication means that some parents receive information regarding their children's care and progress. However, as some parents do not know who their child's key person is and staff do not provide accurate information regarding accidents, the partnership with parents is not good enough.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY419231
Local authority	Croydon
Inspection number	816511
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	62
Name of provider	Joan Patricia Small
Date of previous inspection	04/04/2011
Telephone number	0208 6897663

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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, which are usually the childminder's 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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