

The Ark Montessori Pre-school

Carshalton Beeches Baptist Church, Banstead Road, Carshalton, SM5 3NL

Inspection date

13/06/2013

Previous inspection date

10/06/2009

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

- The pre-school successfully promotes children's independence, which means they are confident about choosing and organising their own play and learning.
- Partnerships with parents are good. Parents are well-informed about all aspects of the pre-school and their children's progress, helping them to be fully involved in their children's learning and development.
- The owner, manager and staff are continuously reviewing the provision and developing imaginative and interesting indoor and outdoor opportunities and experiences for children.

It is not yet outstanding because

- At times, some children find it difficult to concentrate during longer group circle times, meaning that they are less engaged in their learning at these times.

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 and spoke to children and staff, indoors and outside.
- The inspector had discussions with the owner, manager and the member of staff who has Early Years Professional Status.
- The inspector spoke to a small number of parents to gain their views about the pre-school.
- The inspector sampled relevant documentation, including children's developmental records.
- The inspector discussed the setting's self-evaluation form and the improvements made since the last inspection.

Inspector

Julie Tobin

Full Report

Information about the setting

The Ark Montessori Pre-school is one of two pre-schools that are privately owned. It opened in 2006 and operates from Carshalton Beeches Baptist Church Hall and is situated in a residential area in Carshalton Beeches. Children have access to two adjoining rooms and an outside play area. It is open each weekday during term time from 9.15am until 12.15pm. An optional lunch club is available from 12.15pm until 1pm, according to parents' needs. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 31 children aged on roll in the early years age group. The pre-school supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications to at least level 3. In addition, a member of staff who works at both settings owned by the provider has achieved Early Years Professional Status (EYPS). The setting works within the Montessori philosophy and is in receipt of funding for free early education 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:

- enhance large group circle times by supporting all children to be fully engaged at these times.

Inspection judgements

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

The atmosphere of the nursery is welcoming and purposeful. Children are eager to choose what to play. Staff know them very well, and provide experiences that interest, and fascinate them. For example, a group of children use their imaginations as they create a 'dinosaur land' using tall natural plants, soil and fabric. Staff support and stimulate children's learning using good teaching techniques, which helps to ensure all children make good progress. Older children are helped to create their own number line, using posters to match the numbers and count corresponding items up to ten, while younger children count the legs, arms and eyes of models they make using dough. Older children play matching games with increasingly complex shapes. They ask to play this again, clearly enjoying the challenge as it makes them concentrate hard.

Staff successfully support mark making activities to encourage children's developing writing skills. Younger children learn to recognise their name as they self-register on

arrival and find their name for snack. Older children write their own name and are inspired to write in the role-play area using letter cards and a variety of pens, pencils and paper. Staff skilfully support children's developing language and communication skills. The environment both indoors and out provides rich opportunities for discussion, and children follow instructions well, showing a good understanding. Children continuously talk through what they are doing, explaining their actions as well as engaging in conversation with each other and with staff. Staff give children time to think and respond when asking questions. The pre-school has taken part in the 'Every Child a Talker' (ECAT) programme and staff use their knowledge to ensure children's communication and language skills develop strongly. Pictures of familiar things that happen during the session help children to understand the routines and effectively support children learning English as an additional language. All children benefit from using signs as well as words, for example, when they greet each other, staff and visitors in the morning. However, children at times sit for a long time as a whole group during this circle time activity, meaning some children lose concentration. Children are overall clearly well-motivated and effectively engaged, which promotes their play and learning strongly.

Staff use observations skilfully to make plans for the next steps in children's individual learning. Parents are regularly informed of their children's learning so they can support them at home. In turn, parents share things children are interested in at home, and staff use this information well to provide interesting experiences that they know children will enjoy. Staff and parents work together to gather information about children's starting points. Staff use this to track children's progress using the development milestones. Detailed progress reports and two-year-old progress checks are shared with the parents so they can see the progress their children are making. These help to identify if children require further support or challenge. All children are making good progress in relation to their starting points, and are gaining the skills they will need for their future learning.

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

Children arrive happily and settle quickly. Staff work extremely well together as a team to support children and to meet their individual needs. The key person approach is well established and as a result, children form secure bonds with familiar staff. Parents are confident that staff provide a warm, caring and secure base from which their children can learn.

All staff have high expectations of the children and encourage them to be independent, kind, caring and respectful of others. Children learn how to take turns and include everyone in the group, for example, as they kick a ball to each other and call their name each time. This promotes children's sense of belonging, and encourages children to get to know each other. Staff support children effectively to enable them to make their own choices about where they play. Consequently, this promotes children's confidence and self-esteem well. Children know how to keep themselves safe, for example, they wait until their friends have moved from the bottom of the slide so they do not bump into them. As a result, children's behaviour is very good. Children develop a growing awareness of their own local community and the wider world through interesting and well-planned visits. For

example, children learn about planting and growing seeds on a visit to the local garden centre and recreate this, nurturing their own plants in the pre-school garden.

Children choose from nutritious food and drinks, such as fresh fruit, toast, milk and water, which promotes healthy choices. They learn to be independent as they help cut the fruit, spread their toast and pour their drinks. Children know why they must wash their hands before eating and when they come in from the garden. As a result, children develop a good understanding of healthy practices.

Children benefit from daily opportunities to play outside in the fresh air where they are active explorers and investigators. Children extend their physical skills, for example, by balancing on logs and beams and learning to jump across a big gap. They gain confidence and learn to negotiate slopes as they climb a hill to find outdoor hidden spaces where they can sit and be quiet, alone or with a friend or familiar adult if they wish. Children learn about the natural world. There are tyres and logs where they discover insects, and pictures and books help children to find out more about them. They carefully collect the insects in bug boxes, taking care not to hurt them. Children use effective resources to explore and investigate the world around them, for example, binoculars to see things that are far away. Children make marks with chalks on logs and use clipboards and pencils to record the things that interest them outdoors. Pictures and labels on outside resources help children make choices outside as effectively as they do indoors.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage. They fully understand their responsibility for implementing the learning and development requirements, which they do well. Planning and assessment is monitored effectively and, as a result children of all ages receive good support and enjoy their learning. Arrangements for safeguarding children are fully in place. All staff are clear about their responsibilities for keeping children safe and free from harm. Staff demonstrate a good knowledge of the procedures to follow if they have any concerns about children's welfare. They safeguard children within their daily practice well, for example, they have a good knowledge of fire safety procedures, implement security measures, and supervise children closely at all times. Consequently, children's safety is promoted well. Robust recruitment processes and the completion of all required checks ensure staff have relevant qualifications and are suitable to work with children. Thorough inductions for students, volunteers and staff result in all adults being clear about their roles and responsibilities in meeting the needs of the children. Regular appraisals and supervision are effective in identifying staff training needs that enable them to continually develop and improve their personal effectiveness and practice.

Partnerships are well established and effective in meeting the needs of all children. Partnership with parents is strong and the setting shares important information as children start. Consequently, they settle easily. There are good links with local schools and other early years providers. The pre-school seeks and uses information from other providers

when children join them and work closely with parents to share information when children leave. As a result, children are supported well as they move to school or other provisions. Staff work closely with parents and outside agencies if children need additional help. This enables staff to put in place all required support to enable children to achieve well.

Staff work alongside the local authority, seeking and acting on advice and support. They use audit tools effectively to evaluate practice and make improvements. Self-evaluation is effective in identifying improvements to promote outcomes for children. The manager, owner and staff are highly motivated and effective in continuously reviewing the provision and developing imaginative and interesting opportunities and experiences for children.

The Childcare Register

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
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	EY319634
Local authority	Sutton
Inspection number	843904
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	31
Name of provider	Brenda Lorraine Barron
Date of previous inspection	10/06/2009
Telephone number	020 8660 1921

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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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