

# First Steps Montessori Prep School

5 Sebert Road, Forest Gate, London, E7 0NG

<b>Inspection date</b>	20/05/2013
Previous inspection date	04/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 a wide and varied range of learning experiences that help them progress along the early learning goals.
- Effective partnerships with parents mean that they are fully involved with their children's care and education, which supports children's progress.
- Staff provide healthy and nutritious menus that help children learn about healthy choices. Children enjoy their weekly cooking sessions with staff.
- Strong leadership and management provide support for staff to improve and develop their practice and early years knowledge.

### It is not yet outstanding because

- Younger children's programmable toys are not always working, so when they try to use them they cannot do so. This means they miss opportunities to develop their early understanding of the use of information and communications technology (ICT).

## **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.

## **Inspection activities**

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## **Inspector**

Caroline Preston

## Full Report

### Information about the setting

First Steps Montessori Prep School opened in 1990 and registered with Ofsted in 2001. It is privately owned and operates from three rooms in a two storey converted house in Forest Gate in the London borough of Newham. The property is located in a mainly residential area and is in close proximity to transport facilities, schools and shops. The setting is open each weekday from 7.30am to 6.30 for 51 weeks of the year. The setting is based over two floors which consist of a baby room on the first floor with a toddler room and a room for children aged three to five years on the ground floor. There are toilet facilities on both floors. There is an office and kitchen. All children share access to a secure outdoor area for play. The nursery is registered on the Early Years Register. There are currently 25 children on roll. Children come from a wide catchment area as most of their parents travel to work in and around the area. The setting supports children with special educational needs and/or disabilities. There are seven members of staff, all whom hold appropriate early years qualifications to at least level 2. The setting practices Montessori teaching methods. The setting is funded to provide early education to children aged two, three and four years.

### What the setting needs to do to improve further

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

- support children's developing knowledge of understanding the world more effectively through providing ICT resources that are in working order.

### Inspection judgements

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

Children make good progress towards the early learning goals. They are offered an effective range of activities and resources which help them achieve. On-entry observations of all children mean that staff identify children's initial development stages. Staff continue to assess children and plan for the next stages of their development. These plans are shared with parents who have contributed to initial assessments. This means parents can see the achievements children have made since starting and be involved in what children are learning next. Staff support children with additional needs well; they work closely with parents and external agencies. This means all children are helped to progress and achieve across all areas of learning and development.

The younger children enjoy sitting on the floor with staff and, placing their hands in mounds of shaving foam. They feel and smell the foam, making patterns and shapes and

creating their own 'pictures'. Staff provide additional resources nearby that these children add to the foam, including small teapots, cups and plates, so they extend their play. They pretend to take on roles, such as making 'cups of tea' which staff 'drink'. Young children reach out and play with puzzles, treasure baskets and programmable toys. However, not all these toys are in working order, which disappoints children and prevents them from learning about these aspects of early ICT. These younger children enjoy playing outside where they climb, walk steadily and attempt riding small bikes with support from staff. They feed themselves skilfully, showing good independence skills.

Older children enjoy role play activities too. They sit around staff listening to a story about a post person and the job he does. This activity is extended as children show interest. Staff make post person outfits available and also pencils to write letters for posting. Children then dress up and discuss the post person's role and job. Pre-school children enjoy sitting in small groups around the table with staff. They listen to various sounds from the tape and try to identify what these are. They then match the picture cards to the pictures on their picture boards. This supports their listening and communication skills, as well as their matching and sorting skills as part of the programme for mathematical. Older children run, jump, climb and ride in the garden. They also take part in sand and water activities outside in the garden. The garden door is open at all times so both toddlers and pre-school aged children access the outdoors regularly. Young children are brought downstairs to the garden frequently throughout the day, supporting their physical development. Overall, all children gain the necessary skills, knowledge and understanding to take them through to the next stage in their early education.

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

Children's care needs are met effectively; good daily routines support children's well-being and independence. Staff are good role models to the children; they talk to the children respectfully and are kind to them. Children behave well; they share, and take turns using resources. They understand boundaries of behaviour. Staff talk to them and explain if their behaviour is inappropriate. Children learn about safety as they are taken on many trips in the local area and beyond. They talk to staff about road safety, 'stranger danger' and complete questionnaires about what they feel is dangerous. Staff ask children the questions and write down the children's answers, so they know children's current level of understanding.

Children learn about differences in people's backgrounds through responding to various festivals. They talk about and learn topics such as 'black history'. Children use and play with a good range of resources that reflect differences all of which gives them positive attitudes towards others. Children take part in weekly cooking activities, in which they cook healthy foods, so learn about foods that are good for them. Children are offered healthy menus and parents are offered opportunities to attend healthy eating workshops.

Children play outside often everyday, so exercise and enjoy the fresh air, both of which contribute to their well-being. Children take care of their personal needs, washing hands after using the toilet. Staff talk to children about hygiene and the importance of it. The

nursery is well resourced, overall and staff use resources well to support children's all-round development, preparing them for the next stage in learning.

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

Leadership and management are good. Staff are supported effectively and monitored as they work. This means that the manager knows her staff well; she offers support and guidance to improve their working practices. Staff attend regular training courses, take part in supervisions and have yearly appraisals. The manager monitors the educational programmes and supports staff in planning activities for the children. This means that children are offered effective learning opportunities.

Children with additional needs are supported effectively by staff and outside agencies that are relevant to the child's particular need. Strong self-evaluation processes have supported the nursery staff in improving and being more effective in supporting the children and their families. The nursery staff have completed a quality assurance scheme, which means they have looked at all areas of practice and identified where improvements were needed. Those made so far have led to improvements, which parents are happy about. These include new resources, new furnishings and better partnerships with parents. Parents are invited to comment on the running of the nursery regularly, and to discuss any issues they have. This approach supports better practice and a strong partnership with parents. The manager help parents further by pointing them in the direction of other services available in the borough if she feels the need is there; for example, local dentists, parental parenting groups and healthy eating programmes. Parents are shown their children's records of progress and invited to contribute. This means parents know what stage their child is at, understanding the progress made. Parents are also offered monthly newsletters.

## 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

<b>Unique reference number</b>	405451
<b>Local authority</b>	Newham
<b>Inspection number</b>	893840
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Maria Adesegha
<b>Date of previous inspection</b>	04/11/2008
<b>Telephone number</b>	020 8555 0125

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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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