

# PAPILLON MONTESSORI PRE SCHOOL

Millhillians Sports Club, Headstone Lane, HARROW, Middlesex, HA2 6NF

<b>Inspection date</b>	04/12/2013
Previous inspection date	06/12/2011

<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

- The team works very well together and gives consistent care and education to the children.
- The key person system works well to support children's learning and development.
- Children with English as an additional language are very well supported by the staff who speak a wide range of languages.
- Children enjoy a wide range of challenging and interesting activities across all areas. In addition they are very well supported with additional programmes for French, sports and dance.

### It is not yet outstanding because

- The children have few opportunities to dig and plant a range of fruits and vegetables, and learn how they need to look after them, to enhance their understanding of the natural world.

## **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 held discussions with staff members.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked with parents and considered their views.
- The inspector had a discussion with the manager and senior managers.
- The inspector viewed a range of relevant documentation including children's records, assessment and planning documents, and some policies.
- The inspector observed children's activities, resources and displays.

## **Inspector**

Lena Engel

## Full report

### Information about the setting

Papillon Montessori Pre-School was registered in 1997. It operates from a sports pavilion at the Old Millhillians Rugby Club in the London Borough of Harrow. Although there is no access to an enclosed outdoor play area, children make regular use of the playing fields that surround the pavilion. The pre-school is registered to care for 20 children in the early years age group at any one time. There are currently 14 children on roll. It receives funding for the provision of free early education for children aged three and four. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The pre-school opens from 9.15am to 3.45pm each weekday during term time. Children attend all day or either morning or afternoon sessions. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school follows Montessori teaching methods. It employs four members of staff, all of whom hold appropriate early years qualifications.

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

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

- enhance children's experiences of the natural world, for example by encouraging them to plant a wider range of fruits and vegetables.

### Inspection judgements

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

The pre-school offers a welcoming and cosy environment, and children are happy and confident. Experienced and professional staff enable children to make good progress in their learning and development. Staff's secure knowledge of how children learn and develop, combined with a well-resourced learning environment and good systems for observation and assessment, supports children's progress across all areas of learning. The interesting range of activities, enhanced with a good selection of Montessori equipment, ensures that children develop good concentration skills and learn to play in a group, and on their own. The pre-school daily routine also provides children with a good range of skills that will support them in their next stage of their learning. Children make good progress from their starting points due to a well-planned programme and they show good skills, in particular in communication and personal development. Children bond well with their key persons when they start and these strong relationships, which continue for the whole period they are at the pre-school, ensure that they flourish. Staff share regular information about children's development with parents and this encourages them to support their children's learning at home.

The children are learning good mathematical skills as they count wooden cylinders and place them in order of size. They sort matching cards to put them into sets, and they construct houses and cars by using triangles, square and circle shapes. Staff promote good skills in literacy by reading and telling children stories, and they encourage children to act out familiar fables such as the Great Big Enormous Turnip. It is clear that children love taking part in this activity and that they are amused by the need to 'pull and pull' to try to pull up the huge turnip. They participate enthusiastically in singing together and are encouraged to learn songs in other languages. There is a real commitment by staff to celebrate diversity and to encourage children to respect all cultures. For example, at snack time, the children sing the well-known French song Frere Jacques four times: in French, English, Senegalese and then Armenian.

Examples of children's work on the walls also indicate that they enjoy writing and the oldest children can write their own names and are also confident in writing simple three-letter words. Children are provided with interesting sensory experiences. They play independently with sand and water, and they enjoy rolling out dough and moulding it into shapes. Adults support the children well to talk about what they are doing and extend their language with open-ended questions to ask them about what they are pretending to make and cook. Physical skills are well supported by sports coaches and the dance instructor who come each week to teach the children. They learn good balance on beams and stepping stones, and move rhythmically to music. Children use physical skills and coordination by running, dancing and moving to the beat during the session. The pre-school opens on to a large playing field, which is bordered by a wood, and children are encouraged to play outside as much as possible both in good weather and through the winter.

Staff listen carefully to what children say and give them plenty of time to respond to questions. Older children are confident talkers and are very happy to share their thoughts and ideas with others, initiating and engaging in many worthwhile conversations. Children learn to value books and enjoy choosing books for adults to read to them in the well-stocked book corner. Children learn about the features of the local environment and they learn to plant and grow cress; however they are not provided with a wide range of opportunities to grow and tend many other fruits or vegetables, to fully extend their learning about the natural world.

During focused group work, children learn successfully about the wider world. The range of play materials, books and displays reflect children's different cultures and promote positive attitudes to gender roles and diversity. Children celebrate together and learn about the traditions of their friends. Parents are happy to contribute and visit to demonstrate their rich cultural traditions with the children. Children become very confident under the guidance of all staff. They welcome visitors, such as the local community policeman, into the pre-school and he helps the children learn about how to keep themselves safe and healthy. Staff speak many different languages with the children and this supports children's self-image and identity. Staff regularly celebrate the success of children and this builds confidence and a love of learning.

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

Children are very communicative and independent. The adults have high expectations for children's behaviour; consequently children behave very well and they are active learners who are interested in their play. Children show they are familiar with the pre-school routines and show a good awareness of the behaviour expected, such as being kind and sharing with their friends. Every child has a key person who is responsible for supporting them and liaising with their parents to meet their individual needs. This system works effectively, supporting children who develop strong attachments to their key person and other staff. It also helps promote children's confidence and growing independence.

As a result of the staff's input, children make good progress in developing their understanding of safety in and around the pre-school. Staff guide children during activities to highlight safe practices. For example, they gently remind children to use the large metal tongs carefully as they transfer clear stone ice cubes from one basket to another. This guidance enables children to learn to be precise in handling tools and to take care of delicate objects. Staff attend first-aid courses as required, which means that they learn important skills, such as how to respond to accidents and to help keep children safe. Parents report that they are confident that their children are safe while attending the pre-school because of the security systems in place and staff's attentiveness. Children show a developing awareness of their own and each other's safety. They know that they will avoid slipping on the field if they put on their boots, and they collect their coats to put them on themselves because they know that it is cold outside and they have to keep their bodies warm. All children follow sensible and safe practices, such as lining up at the door to go on a walk across the field. They quickly develop the independence to use the toilets, dress and wash their hands.

The pre-school is well equipped with a range of good quality resources that support children's learning and development, and promote children's individual learning styles. The environment is well planned and organised by staff so that children learn to move sensibly through it and to help tidy away at the end of a session. Children develop positive attitudes towards food by eating healthy snacks and their packed lunches together. They pour their own milk and water, cut bananas and help themselves to apples and carrot sticks. They also learn to cook and enjoy savoury and sweet foods.

They sit together in comfort to eat their packed lunches, showing each other what they have been given and talking about what they like most. They have just enjoyed a story about red hot chillies, with each page read in English and repeated in French. The children show their interest and excitement to see that a child has been given a small yellow pepper in his packed lunch and they relate this enthusiastically to their memories of the story. The lunch period is a strongly sociable experience and the adults support children well to enjoy it.

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

Management of the team is good and the staff are strongly committed and motivated to deliver an interesting programme of activities, which promotes good learning opportunities for children. Staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and implement it well alongside the Montessori teaching programme. This ensures that children learn good skills through focused and playful teaching. The manager is proactive and ensures that policies and procedures are in place to safeguard children and parents. All staff have updated their safeguarding training and demonstrate a secure knowledge of their responsibilities in meeting the safeguarding and welfare requirements. Parents are also well informed about the pre-school's expectations and respect rules such as those of closing all doors securely as they come and go.

The manager has initiated self-evaluation processes for the service, and invited parents and staff to regularly share their comments and concerns. This self-awareness has a positive impact on on-going improvements to teaching. In particular, the staff make short observations of each other's teaching and these form the basis for discussion in team meetings and help improve the planning of the curriculum.

Recruitment and vetting procedures are robust and students are closely supervised. Accident records are kept, and staff follow risk assessment procedures carefully such as monitoring any accidents and taking action to address any hazards identified. Arrangements ensure that all accidents are clearly recorded and that relevant information is promptly shared with parents. This helps promote children's safety and welfare. There is a clear and supportive management structure in place, which results in staff being well deployed and supported in their roles. Staff are aware of their key children's next steps in learning, and there is a secure system to share this information with all staff and parents. This means that planning focuses well on individual children's interests and aptitudes. The assessment system is monitored to ensure that there is consistency, and that the needs of all children are met. Staff make full use of training opportunities to improve practice and they have developed the progress check for two-year-old children by combining the Montessori assessment system with children's progress in the prime areas of learning. Parents feel confident to share their views and opinions as they say that they are very pleased with the progress their children have made. They value the written reports on their children's development included in their 'learning journeys' and speak about the wide range of skills their children demonstrate at home. Good use is made of resources which are particularly well developed to teach mathematics and literacy skills. Children are well prepared for the challenges as they transfer to primary school.

The manager and staff have addressed all issues raised in the last inspection, leading to an improved learning environment and a greater focus on imaginative play activities. Together with good leadership and management, this clearly demonstrates a good capacity to continue to build for further success. Staff work effectively with local schools and professionals involved in children's care, helping and supporting children at times of transition. They prioritise sharing information and providing consistency in children's learning experiences. Staff understand the individual needs of children because they work closely with parents. This includes any dietary and cultural needs to promote inclusive practice. Parents say they feel their children are very well supported by staff at the pre-school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	509135
<b>Local authority</b>	Harrow
<b>Inspection number</b>	814327
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of provider</b>	D VITHLANI
<b>Date of previous inspection</b>	06/12/2011
<b>Telephone number</b>	020-8428-2281

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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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