

Mini VIP's Montessori Nursery and Pre-school

1 Campbell Road, CROYDON, CR0 2SQ

Inspection date	19/12/2013
Previous inspection date	21/03/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Sound systems are now in place to ensure that all staff have a secure knowledge of the safeguarding policies and procedures in order to protect children's welfare.
- Risk assessments and daily checks now work well to ensure that all hazards to children are identified and minimised, so children play in safety.
- Children are happy, settled and enjoy suitable relationships with staff, so are ready to learn.

It is not yet good because

- Staff do not plan the outdoor play area to enable children to develop a wide range of physical skills.
- The children's 'learning journals' are disorganised and not presented to enable parents to see and understand their children's progress easily.
- Staff do not always use skilled questioning techniques to support and extend children's learning and development.
- Staff do not always ensure that resources and activities provide suitable challenge for the older and more able children.

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 toured the premises and checked the outside play area.
- The inspector observed children and staff playing together.
- The inspector sampled stipulated safeguarding policies and procedures.
- The inspector spoke to some parents, children, staff and the management.
- The inspector sampled a range of children's learning journal, observations, planning and assessment documentation.

Inspector

Sue Mann

Full report

Information about the setting

Mini VIP's Montessori Nursery and Pre-school (formally First Steps Day Nursery) registered in 2010 and is privately owned. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from a Hindu church hall in Croydon, Surrey. It reflects the Montessori ethos.

The nursery is open from Monday to Friday between 8am and 6pm for 51 weeks a year. There are currently 25 children on roll, who are in the early years age range. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding to provide free early education for children aged three and four years. The nursery employs 12 members of staff, eight of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop the outdoor play area, to provide a more stimulating play space for children to extend their physical skills
- plan and provide a range of play experiences and activities which are better suited to the children's learning and development needs, providing more challenge to older and more able children in particular
- further support the staff team to aid children's learning and development through the consistent use of skilled questioning techniques, in order to support children's thinking skills.

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

- further develop communications with parents in regards to children's learning journals to provide parents with a clearer and easily understood record of their children's learning and development progress.

Inspection judgements

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

The staff show a suitable understanding of the Early Years Foundation Stage. Consequently, children enjoy learning through both adult planned and freely chosen play. Staff gather a range of information about children's stages of learning and development when they start at the nursery through using 'I can do' forms. This information enables staff to identify children's starting points and plan generally relevant and suitable activities for the children. Staff carry out regular observations on children, which means that they are able to monitor the progress children make. Consequently, children are able to make suitable progress in relation to their starting points. Children's learning journals contain pieces of the children's artwork, photographs depicting activities and experiences and written observations. However, some of the learning journals are disorganised and not presented well. This means that parents are not able to see easily what their children have done and achieved at the nursery in order to know how best to support children further at home.

Staff plan a range of activities and experiences for children daily, which support children's individual next steps in learning. For example, staff provide resources such as push-along toys for the youngest children, which support their developing physical skills when they learn to take their first steps. Staff provide children with activities that suitably cover all seven required areas of learning. Staff support children's interests well. For example, when children ask to play the African drums, staff respond by putting on some music and play alongside children to the musical beats. Children clearly enjoy this activity because they ask staff to play the music again. This activity helps children to develop an awareness of the sounds different instruments make and to begin to gain a sense of rhythm.

Overall, most staff support children using suitable questioning techniques. However, this is not always consistent, which means that sometimes staff miss opportunities to extend children's learning, particularly of the older and more capable children, through use of skilled questions to extend learning through thinking. For example, staff sit and help children to complete simple insert puzzles. However, instead of using questions to help children make connections between the different shapes and colours on the jigsaw pieces, some staff merely place the correct pieces where they fit. Consequently, some children are not encouraged learn how to solve problems by connecting colours and shapes on the puzzles through working things out themselves.

Staff support children who speak English as an additional language. Children are able to see words in their home languages and in English. Posters around the hall, further depict letters and numbers for children to support their literacy and counting skills. Children enjoy listening to stories read to them by the staff; they choose books, which interest them and confidently ask staff to read to them. Staff bring the stories to life by using different tones of voice and asking children relevant questions as the story progresses. This approach helps children to enjoy and engage in the story. Children use these stories as a basis for their pretend play, acting out what they have just heard. This helps to develop both children's interest in books and their imaginative skills in readiness for the eventual move to school.

Overall, children form suitable relationships with staff. Staff ensure that children's individual needs are met through information on child-record forms. Consequently, staff know children's likes and dislikes, which means that they are able to plan largely relevant and enjoyable activities to support children's learning. Staff encourage parents to stay with their children as they settle which helps children to form sound relations with their key person and the other staff. This approach also helps the parents to build relationships with their children's key person, which supports the two-way flow of information between home and the nursery. The youngest children enjoy cuddles with their key person and warm care as they have their nappies or clothes changed. The nursery is arranged so that all the children are in the main hall. Staff provide separate areas for the babies and older children. This means that all children are familiar with the staff team, which makes movement between the age groups smooth.

Overall, children's behaviour is appropriate. The nursery staff support a number of children with special educational needs and/or disabilities and staff manage a range of different behaviours. Staff show a sound understanding of how to support children to help them learn to manage their own behaviour. In addition, there is a nominated member of staff responsible for helping staff to manage children's behaviour. She shows a secure awareness of how to manage and advise the other staff to help all children learn to manage their own behaviour. This helps prepare children for the next stage in the learning.

The nursery employs a cook who provides children with a range of home-cooked vegetarian meals daily, meeting the requirements of those who attend. Fresh fruit and vegetables at snack times also help children to lead healthy lifestyles. In addition, staff ensure that all children can have fresh drinking water when thirsty. Children are able to use the garden area sufficiently to enjoy playing in the fresh air and to develop some physical skills, such as when using the climbing frame. However, parts of the garden area are very muddy after recent heavy rain making it unsuitable to use. In addition, the rest of the area does not offer children a good range of opportunities to develop their physical skills because there is a lot of play equipment in a comparatively small area. This means that children are unable to move freely and learn to move in a wide variety of ways.

The staff have links with the local primary schools, which helps the sharing of information about children's learning and development. Teachers visit new children in their familiar surroundings and discuss children's learning and development. Consequently, this two-way communication helps the move into the next stage of their learning and development.

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

The management team has put in place a range of measures to support the improvement of the nursery. Staff and management have reflected on the nursery's strengths and weaknesses and have formulated plans to improve the outcomes for children. There is a comprehensive action plan in place that has helped the management to work through the

actions set both at the last inspection and from monitoring visits by Ofsted. The provider has employed a manager who demonstrates a determination to bring about and sustain positive improvements. The management team has successfully met all actions raised at the previous inspection so that the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are now met. For example, all staff have undergone extensive safeguarding training to ensure that they are fully up-to-date with safeguarding requirements. In addition, staff have spent time reading and updating policies and procedures, including the 'whistle blowing' policy and the notification requirements should there be an allegation against a member of staff. Consequently, all staff show a sound knowledge of what they should do if they have any concerns about a child in their care, or if an allegation is made against a member of staff. A range of documentation is now in place to ensure that staff are able to record any concerns about children in their care.

On-going staff supervisions and appraisals support all staff in understanding and meeting their roles and responsibilities. This helps the manager to identify individual staff's training requirements and to arrange appropriate training to support their professional development. These meetings also enable the manager to seek the staff team's views on the nursery, including its environment and the educational programmes. This evaluation helps to put in place action plans to support the development of the nursery. Regular staff meetings enable the management to discuss with staff the effectiveness of the changes and to make additional adjustments as required. Consequently, the nursery is improving through the hard work of both the staff and management.

Parents' views on the nursery environment and educational programmes are sought through verbal feedback and parent meetings. This feedback helps to include the views of those who use the nursery in future plans for development, such as the outside play area. Risk assessments and daily visual checks, which staff record, work appropriately to enable staff to identify and minimise any hazards to children. Staff check the outdoor play area prior to children going outside, which helps to ensure that the garden is safe and suitable overall for children to play in.

The manager monitors the delivery of the educational programmes. She checks the staff's observations in children's learning journals. The manager also checks assessment and planning documentation, which enables her to check that staff are correctly monitoring, assessing and planning for children's next steps in learning. These checks are in the early stages, however, which means that the manager has not checked all the learning journals. Consequently, some are untidy, with hastily written observations on scraps of paper and examples of children's artwork not dated or annotated to explain the significance of the work. This means that parents are unable to fully enjoy looking through their children's learning journals and understand the development progress easily. Staff offer parents opportunities to look at their children's learning journals when they want to and at more formal parent evenings. This process enables staff to provide parents with ideas and ways to further support their children's learning and development at home.

The key person system works to support children to be able to settle in smoothly and enjoy their learning through play. Parents comment that they know who their child's key person is and feel that they can talk to them about any concerns they may have.

Consequently, this helps children to develop their personal, social and emotional skills and form sound attachments to their special person. Staff have appropriate systems in place to record all accidents, incidents and injuries children have at nursery or may arrive with. Staff record details about what happened and the treatment children received. Staff ensure that the information is passed to the parents and request parental signatures, consequently, parents are aware of any accidents or injuries their children have at nursery. In addition, staff have parental permission in place to seek any emergency treatment, which may be required urgently.

There are systems in place to ensure that all new staff undergoes robust checks to ensure their suitability to be working with children. The provider requests at least two references, proof of qualifications, identity checks through the Disclose and Barring Service before offering any new member of staff a job. In addition, the probation period ensures that the provider and manager are able to assess staff's capabilities, and understanding of their roles and responsibilities prior to offering a permanent position. There are additional systems in place to monitor staff's on-going suitability to be working with children. Consequently, children are safe and secure at the nursery and show a sense of belonging.

There are links with external professionals that help staff to support children with special educational needs and/or disabilities. Professionals, such as speech and language therapists, are able to visit the children in their familiar surroundings, and observe children interacting and playing with their friends. This helps staff and professionals to put in place individual learning plans to enable children to make progress in relation to their starting points.

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	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

Unique reference number	EY419231
Local authority	Croydon
Inspection number	946119
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	25
Name of provider	Joan Patricia Small
Date of previous inspection	21/03/2013
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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