

# Mini VIP's Montessori Nursery and Pre-school

1 Campbell Road, CROYDON, CR0 2SQ

<b>Inspection date</b>	27/02/2014
Previous inspection date	19/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	Requires Improvement
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

- The nursery offers a welcoming and inclusive environment for children. Children have access to a wide range of good quality resources.
- Staff team are kind and caring, which enables children to feel secure and develop positive relationships with adults who care.
- Children behave well as staff make clear their expectations for behaviour and teach them how to care for nursery equipment.

### It is not yet good because

- Staff do not make the most of opportunities to support children's independence during free play activities through a balance of adult-led and child-led activities.
- Children's starting points are not clear and therefore accurate evaluation of their progress is difficult to establish.
- Staff do not always extend children's learning during activities through new vocabulary and knowledge.

## **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 had a meeting with the manager and the registered provider.
- The inspector sampled documents, such as children's records, policies, risk assessments and planning and assessment records.
- The inspector observed various activities throughout the day.
- The inspector spoke to staff.
- The inspector gathered the views of some parents.

## **Inspector**

Tracey Murphy

## Full report

### Information about the setting

Mini VIP's Montessori Nursery and Pre-school 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 operates from a Hindu church hall in Croydon, Surrey. The nursery reflects the Montessori ethos and is open from Monday to Friday between 8am and 6.00pm for 51 weeks a year. There are currently 41 children on roll, who are all 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 11 members of staff as well as regular volunteers, 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:**

- improve the assessment processes to ensure children's starting points are accurately recorded as part of the continual evaluation of children's progress
- ensure staff plan for children's learning and development through an appropriate mix of adult-led and child-initiated activities, which provide children with challenge and reflect their interests to enhance their individual learning
- improve children's developing communication and language skills by ensuring staff introduce new words to extend children's vocabulary and contribute to their learning.

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

- develop ways to engage parents in their child's learning at home, as well as their care practices.

### Inspection judgements

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

Staff show a suitable understanding of the Early Years Foundation Stage providing all seven areas to help promote children's learning and development. Children generally enjoy their time at the nursery, although often the flow of free play is broken to bring children

together for adult-led small group activities. Staff use information gathered from 'I can' forms and initial observations of the children to determine their starting points. Although the recording of children's starting points is sometimes unclear, which makes it difficult to assess children's individual progress fully. Staff are able to promote children's development but the quality of teaching is variable. For example during an activity of shelling peas some staff encourage children to count how many peas are in their pods and others simply told the children how many there were. Staff are keen to put into practice recent training about questioning techniques, but this enthusiasm sometimes inhibits children's thinking time. Staff plan a range of activities for children to support children's individual next steps to enhance children's development. For example staff provide opportunities for children to draw and recognise shapes. Some staff do not always recognise the need for children to explore independently, resulting in staff deployment being in one section of the play hall at adult-directed activities. For example, children cutting plastic fruit at a table with an adult are not encouraged to develop their imagination and home life experiences sharing fruit between peers. Children enjoy songs and music and movement sessions; staff support this and continue with more songs at the children's request. Younger children enjoy time joining older children during some activities throughout the day, with the support of their key person.

Some staff extend children's learning. For example children find a caterpillar amongst the peas and staff ask suitable questions about how it came to be there and provide magnifying glasses to look at it more closely. Staff support children's learning through themes, such as fairy stories and super heroes. Children enjoy listening to the story of Jack and the beanstalk and are keen to recall with staff past activities they have enjoyed, saying 'our beans will be that big'. During activities children share resources appropriately with the help of a timer.

Younger children have a separate area with their carers, resources and furniture arranged to support those children developing their walking skills. Children enjoy quiet, one to one time looking at books with the carer. Younger children have access to an interactive display but during different times of the day resources are stored in front of this, making it difficult for children to use.

Staff support children who speak English as an additional language using a combination of their home language and English; consequently, children are making sound progress. Children enjoy listening to stories read to them by staff. Staff bring stories to life using different tones and pausing for children to complete the sentence and recall the story. This helps to develop their interest in books in readiness for school.

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

Staff form strong relationships with children, greeting them warmly as they enter the nursery. Children play in a calm, relaxed environment. Staff offer regular praise and encouragement which promotes children's self-confidence and self-esteem. Children learn important self help skills, such as hand washing, pouring their own drinks at snack time and serving their own meals.

The environment is appropriately set out to offer children a suitable range of activities and play opportunities that help to promote their learning. Resources are accessible, although staff do not always deploy themselves effectively to facilitate children's learning. In addition, some staff are inconsistent in recognising children's need to explore independently, leading to some children waiting for instruction on occasions to move onto a different area.

Staff reinforce clear rules and boundaries, which helps children understand how they should behave. Staff show a sound understanding of how to support children to help them learn to manage their own behaviour helping them to prepare for their next stage of learning. The nursery has a designated behaviour co-ordinator who is supported by the local authority to provide appropriate strategies which are reinforced by the manager.

There is a variable settling process, individual to each family. Key persons are introduced immediately to children and their parents, supporting information from both the nursery and home. Youngest children enjoy time in a smaller area, and are re-assured and soothed by their key person appropriately. As the nursery operates from a large hall, with sectioned area for babies, all children are familiar with the staff team allowing for smooth transitions.

Children enjoy a home-cooked meal as well as fruit and vegetables at snack and tea time, promoting healthy lifestyles. Children have access to fresh drinking water throughout the day. Children enjoy regular trips to the local park to develop their physical skills. Due to recent heavy rain the garden is very muddy making it difficult to use, although staff take the children out to jump in puddles and tend to their planting area. Children enjoy physical activity with walks to shops within the local community, as well as indoor obstacle courses and music and movement sessions.

Staff are aware of children's safety, they regularly practice fire evacuation procedures as well as daily risk assessments. Parents are happy with the care their children receive and the improvements within the setting. Parents engage daily with children's key person about their children's progress.

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

Staff have a sound understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Policies, procedures and other documentation help to promote children's health, safety and well-being. The management and staff team are working hard to improve the nursery, alongside early years advisors from the local authority.

The nursery has a suitable recruitment and induction programme for new staff, including the completion of relevant Disclosure and Barring Service checks. New staff are provided with a mentor during their probation period, allowing the management to assess their

capabilities as well as their understanding of policies and procedures. Staff are monitored by the manager through monthly supervisions, whereby staff are given targets to improve practice which are supported through both in-house and outside training. The staff team hold regular meetings which enables the manager to seek the views of her team when reflecting on the improvements being made to the nursery. This ensures the nursery continues to develop. The nursery offers placements to students. The nursery uses suitable induction procedures for these, completing relevant risk assessments for young persons. The manager and student's mentor regularly check students understand the nurseries policies, particularly for safeguarding and whistleblowing.

The manager monitors the delivery of the educational programme, checking staffs' observations, as well as being involved in the weekly planning. The manager checks all learning journals are in order, although not all children's starting points are recorded accurately. This means evaluation of children's individual progress is not as good as it could be. Although the manager monitors the educational programme, there is some inconsistency in planning a balance of adult-led and child-initiated activities. This limits the opportunities for children to extend their personal, social and emotional skills.

There are appropriate links with external agencies to support children with speech and language delay, enabling staff to access resources quickly to continue support for children. The nursery receives extra support and guidance from an early years consultant and local authority advisor teachers towards continuous improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY419231
<b>Local authority</b>	Croydon
<b>Inspection number</b>	928688
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Joan Patricia Small
<b>Date of previous inspection</b>	19/12/2013
<b>Telephone number</b>	0208 6897663

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

