

Rushmore House Montessori Pre-School

Pratts Bottom Free Church (formerly), Rushmore Hill, Pratts Bottom, Orpington, Kent, BR6 7NQ

Inspection date	14/05/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Parents are kept informed of their child's progress and receive suggestions, linked to current topics, to help them to support their child's learning at home.
- Children have access to plentiful resources to support their independent learning.
- Risk assessments are thorough which means children keep safe and secure within the premises.
- Close links with local schools supports children to make a smooth transition into full-time education.

It is not yet good because

- The provider has not informed Ofsted, in line with requirements, of a change to the manager.
- The provider does not have a secure understanding of the safeguarding procedures to follow if an allegation is made against a member of staff, to help keep children safe.
- The provider does not monitor staff deployment effectively to make sure they support children who need it most with their learning and development.
- Staff do not use spontaneous events to extend children's individual interests and learning.

- Staff do not always support children's social and emotional needs consistently well.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with parents and took their views into account.
- The inspector observed and spoke with children as they played indoors and in the garden.
- The inspector held discussions with the provider and staff throughout the inspection.
- The inspector sampled documents such as children's records, policies and staffing records.
- The inspector conducted a joint observation with the provider.

Inspector

Petra Myatt

Full report

Information about the setting

Rushmore House Montessori Pre-School is one of two settings privately owned by Natural Learners Limited. It originally registered in 2007 and re-registered in 2013. It now operates from the former Pratt's Bottom Free Church in the London Borough of Bromley. The pre-school operates from a large hall with separate toilet and kitchen facilities. There is also an enclosed garden available for outdoor play. The pre-school is open each weekday from 9am until 4pm during term time. It is registered on the Early Years Register and the voluntary part of the Childcare Register. The pre-school receives funding for the provision of free early education for three- and four-year-olds. The pre-school supports children with special education needs and/or disabilities and children who speak English as an additional language. There are six staff who work directly with the children, including the manager. All staff hold relevant early years and/or Montessori qualifications; three of these are qualified at level 4. The pre-school also employs an administration clerk who sometimes supports the team when needed.

What the setting needs to do to improve further

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

- increase understanding of the safeguarding procedures to follow when an allegation is made against a member of staff
- improve the deployment of staff to support children's learning and development more effectively to help them to make good progress

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

- improve the quality of teaching so that staff make the most of spontaneous events to support and build on children's individual interests and knowledge
- strengthen staff's skills in supporting children's social and emotional needs, especially after a child's absence or when their close friends are absent.

Inspection judgements

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

Staff welcome all children and parents into the pre-school. Children are happy and settle well, signing in each day on the tablet, developing their technology skills well. Staff have a

sound understanding of children's starting capabilities because there is a thorough settling-in process for each child so they feel comfortable and secure in the pre-school. The provider supports parents well by holding open evenings where they explain the ethos of Montessori practice. They also explain to parents how they can be fully involved in their child's learning and development using the comprehensive interactive website. A parent representative encourages new parents to join coffee mornings to welcome them and encourage them to become involved with pre-school life. There is a satisfactory key person system so parents can discuss their child's needs on a one-to-one basis. Key persons observe and track the children's development on an electronic device to monitor the progress they make and to identify their next steps for learning. Parents are able to view these records and receive information about how they can support their children's learning at home further to support their development in all areas. Parents speak very highly of this facility.

Staff use the Early Years Foundation Stage framework alongside the Montessori tracking systems to assess and monitor children's development. Consequently, the staff can assess if children are making suitable progress expected for their ages and stages of development. All children are making sound progress in their learning and development. The pre-school has strong links with the local school to support children to be ready for school. Staff also support children during the settling-in process in to reception class. This helps children to make a smooth transition into school.

Children have access to quality Montessori resources which they use skilfully to prepare them with future skills. For example, children develop literacy and writing skills as they learn to use the pincer grip when placing pegs onto the edge of a basket. Children learn to use a jar with a line half way up to measure specific quantities to develop their mathematical skills. The use of a jar of water and a pipette enables children to develop their fine muscle skills as they use the pipette to fill small objects with just the right amount of water. Children practise spooning rice from one bowl to another to strengthen self-feeding control.

Children are learning about the world they live in. Three jars containing earth, water and air are placed for the children to help them understand aspects of where things belong in the world. For example children know that a plant goes with the jar with earth and an aeroplane connects with the jar with air and a whale goes with the jar with water. Children use mathematics resources to solve problems such as placing poles in the order of size and arranging blocks from the tallest to the shortest.

Staff have made card games for children to play and puzzles to solve which connect with the current topic of transport to extend their knowledge and skills. Children are looking at different forms of transport with a connection to emergency services. Activities interlink to provide continuous learning of a subject. For example, children look at pictures of a zebra crossing and cars during circle time. However, some children lose interest and concentration during these group times because there are weaknesses in the quality of teaching. Staff do not always react to bring their concentration back for the benefit to all children. Staff ask questions to help children talk about what is happening in a picture. Children learn to stay safe as they know they have to stop, look and listen when crossing the road and always hold an adult's hand to keep safe. Children enjoy opportunities to

develop their understanding of road safety further in the garden using resources to act out crossing the road. Children use good communication and language skills as they remind staff that they must not cross the road without looking or they will be taken to jail. Literacy is supported in the garden as signs for the police station and wanted posters are displayed for children to include in their play.

Overall, staff use satisfactory techniques to help children learn and develop. They monitor children's progress so they can challenge their learning further in planned activities. They use a generally good range of questions to help children think about what they are doing. However, staff do not always make the most of opportunities to support some children when they deviate from planned activities. This oversight means that children miss opportunities to explore everyday situations that help them make sense of the world around them. For example, children see a tractor cutting the grass on the village green as they watch from the window. However, staff do not engage with the children to develop the children's knowledge or encourage them to use other senses such as listening to the tractor or smelling the cut grass from outside in the garden.

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

Children have a wide range of toys and resources to play with at their level. For instance activities are placed on trays on low-level shelving so children can see what is available and decide for themselves what they want to do. Children understand and respect the Montessori rules as they return the tray as they found it on the shelf for other children to use. Children move about the pre-school quietly and calmly; most children are confident in their play. Children happily engage visitors in their play, displaying confident social skills. Staff foster children's physical and emotional well-being generally well. However, not all children's emotional needs are supported effectively because staff do not notice when children are detached from their friends and need support with their social skills to interact with other children. This has an impact on children's confidence and self-esteem.

Children learn appropriate hygiene skills and are independent when washing their hands before snack because a hand-washing sink is readily available in the main room. Good health is supported as children eat a healthy snack of apples, banana and raisins. Fresh drinking water is available throughout the day for children to help themselves when they are thirsty. Some children stay to eat their packed lunch. Staff sit with the children during lunch time to make lunch times a social occasion.

Staff are supportive towards children to help them manage changes in their lives and individual family needs. For example, when siblings arrive into children's lives, staff provide books to help children talk about and manage their feelings. Staff are aware that children can become very sensitive at this time and need extra cuddles and reassurance to support their well-being.

The children are generally well behaved. The environment supports the children to explore all activities because all resources are available at the children's level and are presented well to attract children's curiosity. This encourages the children to be independent in their

play.

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

On the day of inspection an external photographer was present, the provider invited children and siblings who do not attend this day to be inclusive. The provider has formed strong links with parents and the pre-school supports children's needs well. However, the provider has failed to notify Ofsted of a change of manager which is a breach of a legal requirement. On this occasion Ofsted does not intend to take further action. There is minimal impact on the children's welfare because all adults working with the children are appropriately vetted.

The pre-school follows a satisfactory safeguarding policy which includes the use of cameras and mobile phones to help staff protect children. The staff are able to identify areas that may indicate concerns about a child's well-being and know who to report their concerns to help keep a child safe. However, the provider does not have a good understanding of the required procedures to follow to report an allegation against a member of staff. This compromises children's welfare. There is a sound risk assessment system to ensure children are kept safe whilst on the premises including checks of the perimeter and alarms on exit doors should they be opened during play sessions.

The provider knows her staff well and there are systems in place to monitor their performance and support future training to improve their skills and practice. However systems to monitor performance on a daily basis are not robust enough to ensure staff are deployed effectively to support children who need it most to meet their care and learning needs.

The provider monitors children's assessments records regularly to ensure these reflect children's skills, abilities and progress accurately. The provider actively encourages the parents to be involved in all aspects of their child's learning in the pre-school and at home.

Self evaluation is good, the views of parents and staff are taken into account and the provider continually seeks ways to improve practice, in particular home learning and parents' involvement with their child's learning and development. The provider is developing further areas for the children to learn. Children are beginning to learn about growing and a planting area is being developed to support children to understand the concept of growing. A digging area has been planned for children to investigate things that live in the ground and explore natural resources and textures.

The partnership with parents is strong. Parents report they are very happy with the care and support their children receive at the pre-school. They explain that they notice their children are making good progress since starting. They confirm they know the key person well and understand how the interactive website works to obtain assessments made by their child's key person. Two-way communication is a strength of the partnership with parents and means they are effectively included in the children's learning and

development. Overall the pre-school staff meet the needs of the children and prepare them well for the next stage in their learning.

The Childcare Register

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

Unique reference number	EY469875
Local authority	Bromley
Inspection number	942017
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	35
Name of provider	Natural Learners Limited
Date of previous inspection	not applicable
Telephone number	07957324314

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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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