

Teeny Boppers Montessori School

Methodist Church Hall, Ledgers Road, Slough, SL1 2RL

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff are deployed extremely well to promote children's learning. The teaching for communication, language, literacy and mathematics is exceptionally strong. Therefore, children make excellent progress in their learning from their starting points.
- Children's behaviour is exemplary. Staff provide children with exceptional guidance to learn to care for their environment and to manage their own behaviour.
- The leadership and management systems are outstanding. The manager acts promptly to enhance teaching to develop staff professionally in everyday practice. Self-evaluation is highly effective and continually drives improvement.
- Staff are highly effective in providing sensitive interaction to support children to explore the environment and become independent learners.
- Staff carefully observe as children play. Staff are extremely skilful at extending children's learning by posing appropriate challenges based on their ideas.
- Staff are extremely knowledgeable and have a very clear understanding of procedures to follow for child protection, to keep children safe.

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 observed activities in the classroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and the registered person.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Ruth George

Full report

Information about the setting

Teeny Boppers Montessori School registered in 1999 and re-registered at this location in 2014. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Private individuals own the setting and it is one of two Montessori schools operated by Little Fingers Limited. The setting follows the Montessori educational philosophy. The setting operates from a single hall in a Methodist Church in Slough. The premises consist of a classroom, washing and toilet facilities, and a kitchen and office. Opening times are Mondays to Fridays, from 8.45am to 3.15pm.

The provider offers children two sessions each day and each session operates for three hours during term time only. There are 38 children on roll in the early years age range. The provider receives funding for the provision of free early education to children aged two, three and four years. The staff support children with special educational needs and/or disabilities, and children who learn English as an additional language. The setting employs six staff. The registered person and manager both hold Early Years Professional Status and all other staff hold qualifications at level 3.

What the setting needs to do to improve further

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

- strengthen further the partnerships with parents by making more time available at the end of sessions to share children's daily activities and learning.

Inspection judgements

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

The quality of teaching is outstanding. Staff extend learning by carefully observing children as they play, assessing their progress and promoting their interests. Highly effective teaching practice means they extend children's learning based on each child's thinking and ideas. Staff deploy themselves extremely effectively to promote learning. The excellent teaching strategies help children make rapid progress in their learning from their starting points, with any gaps in development closing quickly.

Teaching is exceptional for communication, language, literacy and mathematics. Staff model language and use descriptive commentary extremely well, and skilfully introduce new vocabulary as children play. Staff ask questions sensitively to challenge and extend learning. Staff are highly skilled in implementing activities based on the Every child a talker programme, which promotes children's speech, language and communication. The designated professional in the setting, carries out audits that heighten the awareness of individual children's speech, language and communication. Staff expertly plan small group

activities and implement additional strategies for individual children who require more help or further challenge. Therefore, staff are highly effective in helping children with different needs and abilities to make extremely good progress.

Staff encourage children to develop excellent creative skills. For example, during a group singing session, staff encourage children to sing and carry out actions. This effective teaching helps the children to develop their listening skills as they follow simple instructions. The children join in enthusiastically and 'jump' or 'stop' in the appropriate places. Children enjoy stories, are attentive and anticipate what might happen next. Children share books together in their play and use fictional books to support their learning, such as a book about the body in the doctor's role-play area. Children make marks in their play, pretending to write down appointments to see the doctor. They enjoy painting at the easel and talk about the marks and colours they are making, as they mix them on the paper. Staff encourage children to add their names to their own work. Some children confidently label their work with their names, forming the letters effectively, and others make marks to represent their names. These opportunities help children to develop excellent early writing skills.

Staff skilfully interact with children. They teach them to use their knowledge of the sounds in letters to recognise and say the initial sounds in words. Staff help children to successfully sound out new words that appear in reading books, such as 'wig', 'dog' and 'van'. Some children are reading words and simple sentences in books confidently which means they are acquiring extremely good early reading abilities.

Staff teach the children mathematical concepts continually as children play. Highly effective teaching helps children to learn mathematical language and recognise changes in quantity as they share out the pretend pizza in role play. Children learn how to place objects in different positions, such as under, on top of, next to and behind other objects, by following simple instructions. Staff encourage children to operate a water pump. As a result, children enjoy filling and emptying containers, and working together to make a water wheel work. These opportunities help children to become highly inquisitive and learn how to solve problems. As children become more confident and are able to name and write numerals staff extend their learning to include simple sums. Older children are beginning to use vocabulary to add, take away and equal amounts. They are extremely competent interpreting the sum and use their fingers or resources to help them work out the answers before writing them down.

Teaching in the other areas of learning are highly successful. Children are extremely confident to complete a simple program on a computer, interacting with the age-appropriate computer software. Staff encourage children's interest in football and the World Cup. Staff introduce an atlas to look at where the football matches are taking place. Children study the flags of the different countries that are taking part and where they are in the world. These exceptionally strong teaching skills prepare all children extremely well for the next stages in their learning and in preparation for school.

All children arrive happily. Some children find their preferred resources and sit close to their key person. They use them as a secure base before adventuring away happily to explore more independently. Other children confidently explore and settle at activities immediately. Staff are extremely effective in providing sensitive interaction to support children to explore the environment and become independent learners. Key persons are extremely effective in helping children feel safe and secure, and ensuring children are physically and emotionally healthy. Staff consistently support children to keep themselves safe with simple and clear explanations. These explanations teach children to keep themselves and others safe, for example, as they learn to walk carefully around other children who are completing activities on the floor.

Highly effective teaching practice means that children who are learning English as an additional language receive excellent help. Staff skilfully encourage children to develop their confidence in speaking English. Many children talk confidently in English as well as speaking effectively in their home languages with their parents. Staff diligently observe children, make precise assessments and plan for children's individual learning needs. For children requiring additional specialist help, the key person discusses their observations with the special educational needs coordinator and parents. The key person expertly plans strategies to help children within the setting and refers parents to additional professional support that is available, for example speech and language therapy.

Staff manage children's behaviour extremely well. They are consistent role models and they give children excellent guidance to learn to care for their environment. Highly effective teaching promotes children's understanding of sharing and good manners. The clear guidance means that almost all children are aware of the boundaries set and of behavioural expectations in the setting. Children have very few tussles and when they do, they are expert negotiators and are able to resolve most things by themselves. When children collide on their bicycles, another child touches one of the children's arms reassuringly. This shows children are learning to give comfort when others are distressed. Children's behaviour is exemplary.

Children are learning to manage their self-care skills and personal hygiene extremely well in preparation for school. Staff provide children with gentle reminders to roll up their sleeves so they do not get wet before submerging their hands during water play. Staff support children with moving from wearing a nappy to using the toilet independently. Staff read children stories that support their understanding of personal hygiene. Staff ask children if they know how many different times they have to wash their hands at school. Children confidently respond with 'after the toilet', 'before we eat,' and 'when we get dirty.'

During imaginary play, children chat together about different foods. Staff skilfully encourage them to pretend to plan a picnic, which should include healthy foods and drinks. Some children confidently talk about healthy food options and suggest ham and noodles, and another child says 'I can't eat ham'. Staff expertly use such situations to teach children that some things make them unique, and to talk about some of the similarities and differences in relation to each other. Therefore, children are learning to

respect each other's differences.

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

The highly professional leadership team strives for excellence. The quality of teaching practice and delivery of the educational programmes is constantly under review to provide the best possible learning opportunities for children. The leadership and management team is highly reflective, which means that self-evaluation is extremely effective in driving improvements. The team members use their observations and discussions with staff to make changes to teaching and the environment. This excellent input helps to ensure that children make the best possible progress in readiness for school.

Staff are extremely effective at engaging all parents in their children's learning in the setting and at home. The leadership and management team provides information to parents about communication and language strategies. Therefore, parents are able to enhance this aspect of their children's learning at home. Staff share children's learning journal progress files with parents each term so they can review their children's learning and contribute to them. The key persons plan activities to support individual children's development and they value contributions from parents. Some parents feel they would like their child's key person to spend a little more time at the end of the session to feedback more about their child's learning and the activities each day. Staff do this but do not always offer in-depth feedback, which slightly reduces opportunities to maintain ongoing dialogue about children's routines and activities. However, staff do liaise with parents extremely well overall. For example, parent questionnaire comments are very positive following a coffee morning. For example, one comment states that 'it was really good to have one to one time with the key person to talk about my child's progress.'

The manager and the staff team work extremely well together. They meet every week to review the educational programme and to review the progress of individual children and groups of children. The manager is highly skilful in monitoring children's progress and ensuring children receive additional help where needed to ensure any gaps in their learning are closing. The manager and the special educational needs coordinator have both attended specialist training to help children with additional needs make effective progress. Staff provide excellent strategies to enhance children's speech and language, and work effectively with other professionals.

The staff team is longstanding and recruitment for new staff is rare. Staff recruitment and selection systems follow safer recruitment procedures. Induction is thorough, with a keen focus on developing relationships with the children and safeguarding. The leadership team is dedicated to supporting the professional development of all staff and improving their already excellent practice. Appraisals take place annually in order to praise the strong practice and identify where any additional support may be required, and to identify training to extend their professional qualifications.

Staff diligently observe the policies and procedures in their practice, which underpin their

excellent practice. They are extremely knowledgeable and have a very clear understanding of procedures for child protection to keep children safe. They know what to do and who to report to in the event of a child protection concern. Staff deploy themselves extremely well to support children at activities. They let each other know where they are going when changing positions to ensure highly effective supervision for children's safety and support for teaching at all times. The premises are safe and secure, and staff complete risk assessments and daily checks, as well as ongoing visual checks. Therefore, they are vigilant around the children and promote their safety extremely well.

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

Unique reference number	EY474096
Local authority	Slough
Inspection number	951008
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	38
Name of provider	Little Fingers Ltd
Date of previous inspection	not applicable
Telephone number	07778838099

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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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