

Sunshine Montessori Pre-School

St John's Church Rooms, Park Grove, Bromley, Kent, BR1 3HR

Inspection date

05/06/2014

Previous inspection date

09/09/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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 manager and staff work very well as a team; they deploy themselves well in the setting and provide good support and role models for the children to learn from.
- The staff provide wide-ranging resources and activities and children clearly enjoy themselves playing and learning in the friendly environment.
- The policies and procedures are informative and well written, promoting children's safety and well-being well.
- The self-evaluation process is very effective, the provider and staff implement improvements and changes efficiently.

It is not yet outstanding because

- The provision is not consistently catering for children who speak English as an additional language, for example, by further developing and using their home language in play and learning.
- On occasions, staff do not consistently promote children's independence, to enable them to think about what their own needs are and to enhance their self-help skills.

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 viewed the premises with the provider.
- The inspector had a discussion with the provider, to assess their understanding of their responsibilities for meeting requirements.
- The inspector observed, spoke with adults and children and sampled relevant records and other documentation.
- The inspector gave feedback of the inspection findings to the provider of the pre-school.

Inspector

Mary van de Peer

Full report

Information about the setting

Sunshine Montessori Pre-School opened in 1977 and re-registered in 2006. It operates from one room in St John's Church hall, in Bromley. The parts of the premises used, include the kitchen, toilets and an outdoor play area. There are currently 59 children in the early years age group on roll. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education to children aged two, three and four years. The pre-school currently supports children with special educational needs and/or disabilities and who speak English as an additional language.

The pre-school is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. The group opens five days a week during term times. Sessions are from 9am to 12:30pm Monday to Friday and, on Monday, Tuesday and Thursday, from 1pm to 4pm. There is also a parent and toddler group held on Wednesdays from 1pm to 3pm. There are seven staff work with the children, five have early years qualifications. The setting also accepts Montessori trainees as volunteers. The pre-school uses the Montessori method of education and most staff have Montessori qualifications.

What the setting needs to do to improve further

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

- enhance the practical activities to support children who speak English as an additional language
- strengthen opportunities for children to develop their self-help skills and to be more independent during activities and everyday routines.

Inspection judgements

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

The provider and staff team work very effectively and closely together. The staff deploy themselves well in the play areas, this means they are able to teach and motivate the children in their learning. Staff interact very well with children, providing support and guidance when needed. The children are able to experience and enjoy different physical activities, both inside and outdoors.

The staff present opportunities for children to use their imagination in role play are presented well and children are able to re-create every day scenarios, such as shopping and family activities. This helps younger children learn to take turns and the older ones

learn how to negotiate in their play. The staff plan and resource the outdoor space providing children with interesting play and learning opportunities. They are learning how to plant and look after their flowers and learning what the flowers need to help them grow.

The key persons have a thorough knowledge of the children in their key groups. This enables them to provide and plan activities on their key children's individual needs and interests. There are always resources and equipment available that engage children in their learning. The key persons carry out regular observations; they use these to influence the future planning for children's next steps in learning. The key people use these observations to make accurate assessments to help ensure every child makes good progress in all areas of learning. The key people keep a record of children's progress, photographs and examples of their work to support their written observations and to share with parents. Parents share information from home and staff use these with the children's views when reviewing and planning future activities, to cater for any individual interests and wishes. Key persons develop effective individual education plans for children with special educational needs and/or disabilities, to ensure they receive the right support. All staff display a sensitivity and understanding in their interaction with all children. This is evident in how they encourage and promote children's speech, language and listening skills. Children with speech delays or are learning English as an additional language benefit from good support. However, familiar words and phrases in children's home language are not consistently included to increase their self-esteem and to help them feel valued. Nonetheless, children are making good progress in their communication and language development. Staff strive to make all children's learning fun, for example, they expect and encourage children to participate fully during story time, talking about what happens next or using different props to enhance the story.

Children display an eagerness to learn confidently play with the wide range of toys and resources on offer. Staff are good role models for the children in the pre-school and support the children's play choices. They observe and question what the children are doing to extend their learning. Staff provide resources and everyday items to stimulate children's creative skills. Interactive games and colourful wall displays help promote children's knowledge of shapes, letters and numbers.

Children are learning how important and essential it is to listen and share. Key persons encourage children to talk about their favourite things and their home life. This means they feel secure and have a sense of where they belong. However, on occasion staff do not fully promote children's independence in some activity areas and during every day routines, which has a small impact on their learning. The older children have focussed opportunities to further develop their emerging skills across the learning areas, helping prepare them for school.

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

The provider and her staff contribute very effectively to the safeguarding and well-being of all the children. They show a good understanding and sensitivity towards all children,

making sure they feel valued, safe and secure. The staff guide and help children in their play and supervise them well to keep them safe. Staff encourage children to take on new challenges, promoting their confidence and self-esteem; this means all children are able to progress successfully in their learning.

The provider and staff act swiftly and efficiently on advice from parents and other specialists; effective processes are in place to adapt and improve activities to meet children's changing needs. The pre-school works very closely with parents and other carers, for example, childminders. This means that information is shared effectively enabling staff to support children's emotional development very well. Children clearly enjoy being at the setting; they show confidence in the adults, who respond promptly and appropriately to their individual needs. The key persons give the children skilled and experienced attention, helping make any changes easier for children to deal with.

Parents are encouraged to provide their children with healthy and nutritious foods for their children's snack and lunch. Overall, this occurs most of the time and children benefit from having things like fruits, savoury biscuits and cheese to eat. There is always water to drink, as well as milk, to support children's good health. There is an effective risk assessment system in place at the setting to keep children safe. Staff work hard to ensure children are cared for in a secure, safe and healthy environment. Children learn how to keep themselves safe in an emergency, for example, as they regularly practise evacuating the building. Children behave very well; they display respect for each other's space and are learning to play in groups. These practices are developing their personal and social skills.

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

The inspection was brought forward following concerns received by Ofsted, regarding the setting's safeguarding procedures. It was found that the setting did not follow its own procedures when an allegation was made, which resulted in a notice to improve. The provider has worked closely with the local safeguarding team and undertaken a total review of the setting's safeguarding policies and procedures. There is now a robust safeguarding system in place.

The management and staff have developed clear and effective processes to implement the requirements of the Early Years Foundation Stage. Staff show a professional and secure knowledge of how to respond if they ever have concerns about a child in their care. This means that staff give good attention to children's continued welfare and well-being and appropriately protect them from harm. The provider ensures that she and her staff regularly review and update the Local Safeguarding Children Board procedures when required. They demonstrate a good understanding of these. The provider has robust recruitment procedures, which ensure all references and vetting record checks are in place. This helps ensure they are suitable to work with children. The provider frequently reviews the recruitment process to make any adjustments required. In addition to this, an efficient staff monitoring, supervision and appraisal system is in place. This means all

staff are able to provide good facilities, support and experiences for all children and their families.

The risk assessment process includes daily visual checks on the premises and any hazards that staff find they make safe. This helps ensure the environment is suitable for children to use. The provider and deputy display a good understanding of the ratio and space requirements. The numbers of children and adults present are always within the legal requirements.

The self-evaluation process has developed over time and is effective and efficient. There are reflective practice and evaluation systems in place throughout the pre-school to help drive improvement in the learning outcomes for children. Regular staff meetings and parental feedback help staff to identify and address any queries raised. The provider and staff listen to the views of children and other professionals, using these to change and improve the pre-school. There are information notice boards and interactive systems to promote the involvement of parents. They are able to keep up with their children's progress as they can see this on a secure website on-line. Parents confirm that they can talk with the key person when they wish to as well as comment confidentially on-line. Staff obtain parental consent to consult with specialists or other professionals. If it is assessed as being beneficial to children's individual learning and development needs. The provider values the partnerships her pre-school has built up with local agencies and other childcare professionals, such as the local authority early years team and reception class teachers. They make good use of the support and information provided, helping to help promote children's ongoing development and well-being.

The provider is developing her skills in using an online tracking system, to aid the monitoring of all children's progress, achievements and development. If there are any concerns about individual children's progress, these can be quickly identified and relevant steps taken. The provider is reviewing the deputy's role and responsibilities, in order to improve the effectiveness of the leaderships and management of the setting. The planning system is also currently under review, so it can be further improved to better meet children's individual learning needs.

Parents state that they are very happy with the provision, their children love coming here and the staff are helpful and supportive. They show that they are aware of how the setting operates and the routines followed. It is clear from the comments that all children benefit from a range of stimulating and enjoyable experiences, promoting their good progress in learning and development. Staff at the setting show how very aware they are, of the importance of their role in helping children prepare and look forward to the next stage in their lives.

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	EY337337
Local authority	Bromley
Inspection number	955816
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	59
Name of provider	Sophie Lawrence
Date of previous inspection	09/09/2010
Telephone number	07958 275 189

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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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