

Mini VIP's Montessori Nursery and Pre-school

1 Campbell Road, CROYDON, CR0 2SQ

Inspection date	09/12/2014
Previous inspection date	27/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a high degree of quality interaction with the children and make a significant contribution towards children's play, which supports children's understanding, communication and language.
- Managers use systems for monitoring practice and for performance management which, together with staff training, are strong; this supports the quality of teaching well, to ensure children make good progress.
- Staff have a good understanding of child protection procedures and a consistent approach to behaviour management.
- Management and staff in the nursery have made significant progress since the last inspection; they have worked together well, showing their commitment to continuous improvement.

It is not yet outstanding because

- Children do not fully explore the life of plants and wildlife during the autumn and winter months.
- Staff do not consistently introduce simple mathematical words during children's play, to enhance their problem-solving 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 observed children's play and staff interaction both indoors and outdoors.
- The inspector undertook a joint observation with the manager.
The inspector looked at children's assessments records, planning documentation,
- evidence of staff suitability, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Gillian Cubitt

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 6pm for 51 weeks a year. It offers wrap-around care for children who attend before and after school, as well as nursery and preschool children during the day. There are currently 28 children on roll, all of whom are in the early years age range. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for free early education for children aged two-, three- and four-years. The nursery employs 11 members of staff. The owner holds a relevant early years degree and the majority of her staff hold qualifications in childcare and learning.

What the setting needs to do to improve further

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

- continue to develop the outside play area to provide children with opportunities to extend their learning about plants and wildlife during the autumn and winter months
- increase children's good use of numbers in their play, to enhance their knowledge and understanding of simple mathematical concepts to assist their early problem-solving skills.

Inspection judgements

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

There is an air of busy activity, where children develop high levels of concentration using the interesting resources and equipment. Staff use their good childcare knowledge and skills to support each child well during adult-led and child-initiated activities. For example, during the inspection, children aged two years were learning how to fit wooden cylinders into their respective compartments, showing good dexterity in their physical skills. Staff gave an initial demonstration and children eagerly enjoyed the challenge of starting and completing this activity on their own. This enhances children's confidence in their abilities and increases their independence. Children showed their competence in counting in sequence, and during games and activities they used numbers correctly. At times, staff also introduced concepts such as height, and children began to measure themselves against each other. Children have access to a good range of resources and equipment to

support their early mathematical development. However, staff do not consistently introduce more able children to mathematical terms, to enable them to fully develop and express their problem-solving skills.

Staff concentrate on supporting children's early communication well, using a variety of methods to engage with children who speak other languages at home. Children help themselves to books and pretend to read stories. Staff make good use of topical songs, to increase children's fluency in speaking through rhyme and action. For example, children eagerly participated in songs and actions that relate to the advent of Christmas, repeating and learning new words relating to Christmas festivities. Older children are beginning to recognise letters and their names. Many took pride in using this new skill by successfully writing their first names on their completed work.

Staff and parents work well together to support children's learning. Staff effectively use the initial information from parents to complete an early assessment. Thereafter, ongoing observations and meaningful planning keep children motivated. Regular parent review meetings and daily discussions support children's continued learning at home. Parents willingly gave their time during the inspection to confirm their delight in their children's good progress, particularly with their communication and language. One parent stated that her child now teaches them new words, while another was happy that their child is now very sociable and has some good friends.

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

The caring, sensitive staff team help children to settle into the nursery. The key person system works well to build children's sense of safety and security, enabling them to make strong friendships with staff and other children. The large play environment is very well organised so that babies and toddlers have their own safe play space as well as feeling part of the wider environment where older children play. For example, older children wave and say hello to toddlers while they play in their dedicated area. Also, when all children go outside, toddlers offer their hands to be held by older children, who also assist them with their hats and coats. This shows how children are modelling the behaviour of staff and developing kind, consideration for others.

Children's safety is a priority. Staff rigorously check all play areas within the hall and outside, to ensure children's equipment is sound and that hazards in the environment are kept to a minimum. There has recently been a refurbishment of the garden, with a new turf play space and quieter area for children sit and draw, enabling children to continue active play in the fresh air. During the inspection, the children could be seen using the grassed area well, to climb apparatus and to kick and throw balls. Staff remind children to peddle and manoeuvre bikes carefully, for safety. In the summer, children have areas to grow tomatoes and vegetables; however, children do not fully explore planting during the autumn and winter months, in preparation for the spring. Staff teach children about safety, by, for example, ensuring they use knives correctly when cutting their fruit. Children also learn about road safety during their frequent visits to the library, shops, and other special outings that link to children's learning about their environment.

Staff support children to develop good behavioural habits, such as using appropriate manners. Children know the boundaries well and cooperate with each other. For example, children realise that, at times, they become over excited and so they use the self-timer to help them take a minute to calm down. This helps them to reflect on their actions on how they affect others. Staff embrace the variety of cultural backgrounds among children as part of children's learning experience. For example, this year parents gave their time to talk to children about festivals such as Eid and Diwali. Children learnt about the customs and the special clothes their friends wear on these special occasions.

Children enjoy regular healthy meals that the qualified cook prepares each day, paying heed to children's individual dietary needs. Children benefit from the social experience of eating together and they learn the importance of good hygiene, which also includes sweeping areas, preparing tables, and cleaning their plates after use.

Staff have very strong links with local schools, which means that children are ready and able to make the important next step to their Reception class. The manager is extremely effective in monitoring children who have been identified with special educational needs and/or disabilities, to ensure that they receive strong continuous support as they move to their next setting.

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

The owner and the manager demonstrate a strong commitment to keeping children safe and raising their standards in learning. The systems for recruitment are robust, and staff induction, supervision and ongoing training are of a high standard. All staff spoken to on the day of the inspection feel they receive good opportunities to develop their potential. They follow areas of interest, such as attendance at Montessori conferences, or training to support children with special educational needs. All staff have a very good knowledge of the procedures to follow to protect children, and all staff have a qualification in first aid. This continuously raises the existing high calibre of staff, all of whom have been working as a strong team for a considerable time.

Staff plan good educational programmes that are clearly based on children's needs as well as their interests. The manager checks the children's learning journals for accuracy, and she observes the practice and teaching methods of staff. As a result, children's records and assessments are accurate, particularly with regard to the formal assessment of progress for two-year-old children. Staff prepare informative assessments and invite comments from parents, as well as adding children's ideas and thoughts. Consequently, staff are quick to identify children who need extra support. They work very closely with parents and other agencies to set targets for children. Through this swift intervention children progress rapidly.

The provider and manager have worked very hard and have successfully raised the standards of care and education in this nursery. They have met the actions and

recommendations from the last inspection. Their well-prepared self-evaluation and action plan shows how they are continuously striving to make improvements, working in consultation with staff, parents and children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962904
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	28
Name of provider	Joan Patricia Small
Date of previous inspection	27/02/2014
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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