

Paint Pots Montessori School Chelsea

Chelsea Community Centre, Edith Grove, LONDON, SW10 0LB

Inspection date	15/01/2015
Previous inspection date	02/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 respond well to children's interests, which they reflect in the engaging activities.
- Staff work well to help ensure children's safety. All of the staff team are qualified in first aid, which enables them to manage emergencies efficiently.
- Staff provide good focus on the development of children's personal, social and emotional skills, particularly enhancing their independence.
- Children are happy and settled because they have strong, secure relationships with staff.

It is not yet outstanding because

- Staff do not fully develop ways for children to learn about and use technology.
- Staff do not provide a wide range of messy play activities to maximise the younger children's creative development.

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 carried out a joint observation with the manager.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector sampled a range of documentation and held a discussion with the manager.
- The inspector tracked the progress of several children.
- The inspector spoke to staff, parents and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Paint Pots Montessori School Chelsea is one of four nurseries. It is privately owned and managed by Paint Pots Montessori Schools Ltd. It registered in 2008 and operates from a community building, in the Royal Borough of Kensington and Chelsea. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children in the early years age group on roll. The nursery receives funding for free early education for children aged three and four years. It is open each weekday from 9.15am to 3.45pm, term time only. Children share access to two outdoor play areas. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery employs seven staff. All of the staff, including the manager, hold early years qualifications. The manager holds a degree in early years and six members of staff hold Montessori qualifications to level 4. The nursery is a member of the Montessori Schools Association and is accredited by the Montessori Education Accreditation Board. It uses the Montessori teaching method combined with free play.

What the setting needs to do to improve further

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

- maximise the opportunities for the younger children to experience a wider range of messy play activities to enhance their creative skills
- improve ways for children to learn about and to use technology.

Inspection judgements

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

Staff plan well to meet the needs of children. They reflect children's interests in activities, which means children engage well with staff. For instance, children were interested in space rockets so staff encouraged children to use bricks to create their own rocket. Staff support children to be independent, self-motivated learners by organising a wide range of resources at children's level for easy access. Staff observe and know when to get involved in children's play to extend and support their learning. Staff use Montessori teaching methods combined with free play. They provide a good balance between child chosen and adult-led activities.

Children make strong progress and learn good skills for later use in school. During the inspection, staff made bread with the children and questioned them effectively to extend their thinking skills. For example, staff asked children to talk about the differences

between solid and melted butter and they explained how adding heat had made the difference. Children displayed very good small muscle control as they put lids on different sized jars. They were able to sort items according to size while they used graded pegs. However, there were limited opportunities for children to learn about and use technology.

Staff skilfully teach children to recognise their names on cards when they arrive, which supports their early literacy skills. They use letter shapes to make their names and practise writing their names on their artwork. Although older children were involved in a range of creative activities and used a good range of open-ended resources imaginatively, younger children's had limited experiences. For instance, although the younger children had access to an easel, there was not a wide range of materials to enhance children's creativity. Staff encourage children's love of books and help them understand the structure of stories by providing them with props. Staff encourage children to talk about the winter table display. They talked about the logs, berries and pictures of snow covered forests. This helped children learn about different seasons and to develop their language skills.

Staff make observations and assessments of children's development, which they evaluate. They use this information to make good individual plans for children's next steps in learning. Staff liaise closely with parents and health professionals to provide good support for children requiring additional help. Children with special educational needs and/or disabilities make good progress. Staff teach children who learn English as an additional language effectively. They use word repetition and visual objects to help children to learn English words. Staff help children to understand by learning key words in their home languages.

Staff share children's assessment records with their parents, which provides up-to-date information about their learning and development. Staff talk to parents each day to exchange information and parents' share their observations of their children. This provides good opportunities for staff and parents to enhance children's learning at the nursery and at home. In addition, staff complete the required progress checks for children aged two years and provide written summaries to parents.

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

Children settle well in this warm, caring nursery. Staff know children well and find out information about their likes and dislikes when they arrive. This helps staff to understand children and to provide activities they enjoy. The key person system is effective and helps children to build strong relationships with staff, which means they feel safe and secure. The staff provide a bright and well-organised nursery, which coupled with the positive relationships support children's well-being. Children settle when it is time to move to a new group room at the nursery because staff arrange time for the children to visit the group prior to moving. Staff also support children to settle readily at school by inviting local teachers to meet children in the nursery. This enables them to get to know children and build relationships.

Staff manage children's behaviour well. They talk to children using positive language,

which encourages children to aspire to staff expectations. Staff remind children to talk to each other if they have disputes so that they can reach an understanding. They teach children how to be safe by talking with them about road safety and by inviting the local fire service to talk with children about the dangers of fire. Staff teach children about cultural and religious differences by discussing and celebrating special events, such as Chinese New Year.

Staff teach children good personal care habits. When children sneeze, they tell them to fetch a tissue and then wash their hands. Children use the bathroom independently and wash their hands at appropriate times. Staff protect children from the risk of cross infection when changing nappies because they follow good hygiene routines. They encourage children's independence strongly and most children are able to dress themselves. Older children help to prepare their own snacks and wash up their bowls when they have finished eating. Staff teach children good dietary habits because they provide healthy snacks and well-balanced wholesome meals, which cater for special dietary needs.

Staff enable children to get fresh air and physical exercise each day to support a healthy lifestyle. Children practise a wide variety of physical skills in the outdoor area and in local parks. They provide planks to encourage children to practise their balancing skills and play games to develop a range of skills, such as throwing and catching games. Staff take children to the local park each day where they use challenging equipment and move freely in different ways. Staff strengthen children's physical development by providing sports, music and movement and yoga sessions each week. Staff also promote other areas of learning in the outdoor area, such as planting bulbs so that children learn how things grow.

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

Staff prioritise children's safety. The staff team are qualified in first aid, which enables them to manage accidents and emergencies efficiently. The building is secure and staff ask visitors to sign a book on arrival to enable staff to monitor who is in the building at all times. This helps to keep children safe. The management team carries out thorough background checks on staff to assess suitability for their roles. This ensures all adults are suitable to work with children. All staff attend safeguarding training and know the procedures to follow should they be concerned about a child's welfare. The manager has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and is clear about her role and responsibilities in relation to these.

Staff receive good levels of support. The manager supervises staff regularly to identify areas of weakness and provides appropriate assistance to improve staff practice. The manager completes appraisals each year and has a good awareness of individual staff's professional development requirements. This helps to identify suitable training courses to enhance staff performance. For instance, staff attended a course on the use of positive language, which has led to a more consistent approach to enhancing children's good

behaviour. The manager works in the group room so directly observes and monitors staff practice. This provides good insight into the quality of teaching and she provides feedback to staff to enhance practice. The manager has good awareness of the progress children make because she regularly checks all assessments and planning. Staff help children make good progress in their learning because they use an effective tracking system. This means they identify any gaps in children's learning and provide good support to ensure any gaps are closing.

The management team has clear ideas on ways to improve the nursery. They have evaluated all aspects of the nursery and devised an improvement plan. The team has identified key goals for development, such as to continue to enhance planning to provide good outcomes for children. The nursery has met previous recommendations set at the last inspection, for instance children's next steps for learning are included in planned activities. The nursery demonstrates a good ability to maintain continuous improvements.

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	EY369731
Local authority	Kensington & Chelsea
Inspection number	829146
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	45
Number of children on roll	27
Name of provider	Paint Pots Montessori Schools Ltd
Date of previous inspection	02/06/2009
Telephone number	0207 376 5780

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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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