

# Cator Park Montessori

Aldersmead Road, Cator Park Pavillion, Beckenham, Kent, BR3 1NA

## Inspection date

14/01/2015

Previous inspection date

22/09/2009

## The quality and standards of the early years provision

**This inspection:** 1

Previous inspection: 1

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

- Children are consistently making outstanding progress through a rich and an exceptionally well-planned educational programme.
- There is an extensive selection of rich and varied resources, and the staff team are knowledgeable and know how to effectively link learning opportunities to children's interests and play.
- Children behave really well and are very considerate to each other. They listen attentively to the staff, and follow the rules within the setting.
- Children are well equipped for school and parents believe the setting offers the children in attendance a sound early years experience.
- The leadership and management team have clear and precise expectations of the staff, and demonstrate highly reflective practices to continually drive improvements.

## 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 staff and children during activities.
- The inspector held discussions with staff at relevant times.
- The inspector sampled documentation, policy and procedures.
- The inspector undertook a joint observation with the manager.
- The inspector spoke to parents, staff and children's key workers.

## Inspector

Sheryll Edwards

## Full report

### Information about the setting

Cator Park Montessori pre-school is a privately owned pre-school registered in 2006. The pre-school is in the grounds of Cator Park, in a residential area of Beckenham, in the London Borough of Bromley. The pre-school operates from a converted pavilion building consisting of two large playrooms along with toilets, office, staff room and food preparation area. There is a secure garden surrounding the perimeter of the building for outdoor play, which is split into a decked outdoor classroom area, an astro-turf sports area, a digging area with a mud kitchen and a planting area. All the children's entrances and exits are ramped for easy accessibility. The nursery serves the local community and is open five days a week, during term time only. Morning and full day sessions start from 9am and end at either 11.45am, 3.15pm, 4pm or 5pm. Afternoon sessions can start at either 12pm or 1pm and end at 4pm. There are currently 67 children on roll, all of whom are in the early years age range. There are 12 staff in the nursery, of whom one has Qualified Teacher Status

### What the setting needs to do to improve further

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

- enhance the role-play area to make it more inviting to all children and to maximise their imagination and creative thinking skills.

### Inspection judgements

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

Children benefit from a rich and vibrant educational programme and learning environment. Extensive planning goes into every activity. Staff ensure that children are genuinely learning through well-organised play opportunities. They have a highly reflective approach to evaluating children's development and, as a result, children are making outstanding progress in their learning and development. The learning environment is highly stimulating and has an abundant selection of resources which cover all areas of learning, and are easily available to children. The children can easily choose the activities and resources they wish to use, and can spend as much or as little time on each activity as they wish. Children remain focused and gainfully engaged in each task they perform. Staff give children space to develop their independence, but are readily available to offer help and are aware of the needs of each child. There is a role-play area available to children to extend their creativity and imagination. Staff provide a range of boxed resources nearby for children to incorporate into their play whilst in the role-play area. However this does not entice all children to use this area, as some are not aware of what resources are available in the boxes to use.

The pre-school staff have a highly reflective approach to reinforcing learning opportunities through everyday routines. This enables the children to develop their independence, self-care skills, social confidence and positive relationships with their friends. For example, the pre-school has a rolling snack session which the children independently manage. Children select their names to self-register that they are having their snack. This routine actively encourages children to recognise their own and friends names and develop their personal independence skills. The children self-serve themselves with serving tongs which help to develop children's small muscle skills and coordination skills. They use these to select the fruit and vegetables they want from the wide selection available. The children fully value and embrace the rules of two children at a time on the snack table. When another child wants to have a snack, they select their name and put it onto a labelled sign 'I am waiting for a snack'. As children leave the snack table they go and find the child who is waiting, and let them know the snack table is vacant.

During group time activities staff successfully offer children a highly stimulating learning experience. Children have the opportunity to spontaneously select the resources they would like to explore and staff members build on children's interests to extend their learning. For example, staff link letters to their sounds to extend their literacy skills. During story sessions, staff ask the children a range of questions to enrich and extend their vocabulary, and to clarify that they have fully understood the story. This further develops their comprehension, language and communication skills. The pre-school environment is extremely well resourced and effectively organised to promote children's independent learning skills. The children confidently move between the activities they select for themselves and show a great deal of commitment to each task. There is an abundance of different resources enabling every child the opportunities to develop their skills. For example, children develop excellent coordination skills as they practise using pencils, pens, scissors, tongs, tweezers and specific Montessori activities. Children use mathematical language in context and demonstrate a great understanding of the world around them. Throughout the pre-school children's concentration skills are exceptionally well developed as they performed each task with a great deal of concentration and focus. Children demonstrate they have the confidence to try challenging activities and show high levels of self-esteem. Staff support children to think critically and solve problems. This practice prepares and supports the children well for the next step in their learning and their move on to school.

There is an extremely rich and stimulating outdoor learning environment. It is organised into four sections and collectively they cover all areas of learning. This enables children to use resources, such as bicycles and scooters to develop their coordination and large muscle skills. There is also an all weather surface to complete a variety of sports activities which are delivered by the pre-school's full-time sports coach. There is an extensively equipped outdoor classroom, which is a replica of the inside environment so children who learn best outdoors have excellent opportunities to extend their learning. Children enjoy using resources, such as cutlery, pots and pans in the mud kitchen area. Additionally they develop their physical skills as they use wooden balancing beams and tyres to extend their coordination and awareness of space.

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

The pre-school has a highly effective key-person system. Children and key persons have developed strong emotional attachments. Key persons have extensive knowledge of children's individual needs and execute pre-planned activities to an excellent standard. There is a high adult to child ratio and every child has the opportunity to work with their key person on a one-to one basis. As a result, children feel emotionally secure and this is reflected in the confidence and independence they show in their own capabilities. Children are extremely supportive and caring towards each other, they are aware of the boundaries and expectations from staff.

Staff members consistently strive towards outstanding practice by continuously monitoring and observing the children's ever-changing needs and interests. Staff swiftly intervene and rapidly adapt their practice to accommodate children's individual needs. This practice is consistent among the staff and, as a result, children are consistently making outstanding progress in their learning and development.

The key persons know exactly the children's stages of development and what activities they will most enjoy. Staff select specific activities to promote new learning opportunities for the children. Staff fully embrace the concept of empowering children through encouraging them to be actively involved in their play and learning. Staff demonstrate an exceptional knowledge of the individual needs of all children and, as a result, all of the children are making excellent progress. Staff are passionate about helping children be ready for school, and do a daily focus activity to develop any identified areas of weakness. Key persons meet with parents once a term to discuss children's progress and ask parents what their expectations are and the goals they would like to see their child achieve in the following term. Parents comment on how individually tailored the educational programme is to their children's needs, and how well the key person knows their children. Parents appreciated being able to talk to the managers at the beginning and end of each session. This enables parents to be informed of any significant achievement during the day.

Staff maximise the use of conversation to teach the children about the benefits of healthy foods and a healthy lifestyle. Children show great awareness of how to keep themselves healthy and strong. For example, children explain that the reason they wash their hands before they eat is because 'we have germs on our hands, germs make you sick so you have to wash them'. Children's awareness of healthy living is further extended as they work grow fruit and vegetables in the garden, and enjoy harvesting and eating them.

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

Both the provider and manager are passionate about driving improvements and maintaining high standards of practice. They are extremely reflective in their leadership approach and have an excellent understanding of the requirements of the Early Years Foundation Stage. As a result, staff work exceptionally well as a team and the children are happy, safe and eager to learn.

Staff have extensive knowledge of how to safeguard the children and keep them safe. They demonstrate a secure knowledge of what to do if they have a concern about a child's welfare in their care. The provider and manager use effective systems to reflect on the pre-school and staff practice. They also demonstrate a strong commitment to the professional development of staff. For example, staff regularly attend training courses to enhance their knowledge and performance. The senior management team have clear and precise expectations for the staff team and how they deliver the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. The quality of teaching is excellent and consequently, children are eager to come to pre-school and are well prepared for school.

There is a high regard given to staff's ongoing professional development. The manager is continually working alongside the team to drive standards and help them strive for excellence. The manager has a meeting every morning with staff to help them evaluate children's progress and to produce a current and relevant daily plan of activities. This helps to ensure the progress of children is being continuously challenged in line with their interests and feedback from parents. The staff work closely with local primary schools. They hold annual events where teachers have the opportunity to attend the pre-school to observe children and discuss their starting points and learning experiences before they move on to school.

The provider is fully committed to delivering a high quality service to the children who attend. The provider employs help from specialist early year's professionals to ensure children are making the best possible progress.

### **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. 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

<b>Unique reference number</b>	EY333129
<b>Local authority</b>	Bromley
<b>Inspection number</b>	987894
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Channel Your Energies Limited
<b>Date of previous inspection</b>	22/09/2009
<b>Telephone number</b>	0208 778 9893

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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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