

One World Montessori

Chislehurst Village Hall, Church Lane, Chislehurst, Kent, BR7 6NY



Inspection date

23 April 2015

Previous inspection date

9 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Documentation to support the inspection process was not readily available as staff qualifications and suitability checks were not kept on site.
- The quality of teaching is variable and the methods staff use to observe and assess children's learning are inconsistent. Staff do not complete the required progress checks for children aged two years.
- The leadership team do not monitor the quality of teaching, or the assessment of children's learning, closely enough. As a result, children do not always receive support to make the best possible progress.
- Staff do not sufficiently build on children's enjoyment of sounding letters by enabling them access to writing resources in some areas of play.
- Children who speak English as an additional language are not fully supported as staff offer limited encouragement for them to express themselves in their home languages.

It has the following strengths

- Children quickly develop their independence. Staff teach them clear routines and children access toys easily. As a result, they know how to do things for themselves.
- Parents state that staff keep them informed and help their children in their speech and social development.
- Children behave well and feel emotionally secure because the staff provide a caring and supportive environment and are calm role models.
- All staff have a good understanding of their responsibilities to safeguard children. They implement a range of policies and procedures to support their work.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records are easily accessible and available to those who have a right or professional need to see them
- implement the required progress check for two-year-old children to identify their strengths and areas where extra support is needed, and share these with parents
- improve the quality of teaching by ensuring all staff understand how to effectively adapt adult-led activities to each child's individual level of learning.

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

- build on children's enjoyment of sounding letters by enabling them to access writing materials during their play
- provide more opportunities for children who learn English as an additional language to express themselves in their home language some of the time
- improve the arrangements to monitor the provision for children's learning and development to identify and address any weaknesses in assessment and teaching.

Inspection activities

- The inspector observed activities in two of the children's rooms.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed staff suitability and qualifications, and checked policies to safeguard children.

Inspector

Gillian Cubitt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The variable quality of teaching and lack of effective assessment result in gaps in children's learning. Staff do not consistently plan activities that suitably challenge children, according to their stage of learning. However, the available resources enable children to develop independence through choice and build their concentration. Staff generally aid most children's communication and language effectively through singing and listening to stories. Children enjoy dance and doing actions, which supports their physical development. Children learn the sounds of letters; however, there are few opportunities for them to express themselves in writing during play.

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

Children settle quickly and benefit from observing the friendly relationships between staff and their parents. The manager and key persons know children's personalities and preferences well. This helps children to integrate into the pre-school activities. There are resources that encourage children's awareness of diversity. However, there are few opportunities for children who are learning English as an additional language to use their home languages. This does not fully help to reinforce their understanding or enrich the experiences for all children. Children behave well as they learn to give and take, and share toys. Staff encourage children to be independent in their personal hygiene, which helps to prepare them for school. Staff know how to keep children safe. They follow correct child protection procedures and ensure the play environment is safe and secure.

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

Overall, the manager and staff provide children with a happy and enjoyable pre-school session. However, the weaknesses in teaching and assessment, and the lack of some documentation for inspection, show that this setting requires improvement. Staff work as a close team and there is some appropriate training to support staff in their role. For instance, they complete training in first aid and child protection. The manager is enthusiastic to make improvements and reflects on practice through staff meetings. However, this process is not currently effective in swiftly identifying and addressing the weaknesses that exist. In addition, the arrangements to monitor the quality of teaching are not robust enough. Consequently, children are not making the best possible progress to prepare them for their future learning. Verbal communication with parents is strong and the manager also maintains strong links with local schools.

Setting details

Unique reference number	EY284442
Local authority	Bromley
Inspection number	833638
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	48
Name of provider	Filomena Dunstane
Date of previous inspection	9 May 2012
Telephone number	01689 891 857

One World Montessori registered in 2004. It operates from Chislehurst, Kent. The pre-school is open from 9am to 12noon or 12.30pm during term time. There are six members of staff. The manager has a relevant qualification at level 6 and, of the remaining staff, four hold qualifications at level 2 or level 3. Staff use the Montessori method of teaching.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

