

Fountain Montessori Pre-School

St Margarets Parish Hall, Rectory Lane, Edgware, London, HA8 7LG



Inspection date

8 October 2015

Previous inspection date

12 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff demonstrate a secure knowledge of how children learn and develop. They provide a good range of activities and adapt the learning environment based on children's interests and varying levels of development. Therefore, children are motivated and eager to learn and explore.
- Staff carefully monitor children's progress and take prompt actions to address any gaps in learning. As a result, all children, including those who are learning English as an additional language, make good progress from their starting points.
- Staff make good use of settling-in arrangements, such as visiting children in their homes prior to starting the pre-school. Therefore, children settle quickly and parents have opportunities to exchange information about their children.
- The management team has developed an effective self-evaluation system. They seek the views of staff, parents and children, and demonstrate a clear vision for further developments in order to achieve excellence.
- Children follow good hygiene routines. They enjoy healthy snacks and meals, which promote their good health.

It is not yet outstanding because:

- At times, some staff do not give children sufficient time to think and respond to questions, or know when to use suitable opportunities to hold purposeful discussions with children.

What the setting needs to do to improve further

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

- offer children sufficient time to consider their ideas and responses to questions, and use suitable opportunities to engage them in meaningful conversations to foster continuous learning.

Inspection activities

- The inspector observed activities in the rooms and in the garden.
- The inspector sampled children's observations, planning, assessments and registration records.
- The inspector held conversations with the staff, parents and the children throughout the inspection.
- The inspector checked evidence of staff suitability and qualifications, and the provider's policies, procedures and self-evaluation records.
- The inspector completed a joint observation with the manager.

Inspector

Nataliia Moroz

Inspection findings

Effectiveness of the leadership and management is good

Leaders demonstrate a strong commitment to promoting a good quality provision. They have met all previous recommendations, which have had a good impact on the learning experiences they offer. For example, they have refurbished the garden and increased opportunities for children to explore safely outside in a more enriching environment. Leaders effectively monitor staff performance by providing regular supervision and training opportunities, ensuring staff use their knowledge well. For example, following training, staff reviewed their roles as key persons, including their knowledge of external factors that may influence children's learning and development. Safeguarding is effective. Management and staff understand their responsibilities to protect children and know the procedures to follow to keep them safe. The manager uses available funding effectively to ensure those children in receipt benefit from a good quality provision that meets their specific needs.

Quality of teaching, learning and assessment is good

Staff provide children with a stimulating, well-resourced and age-appropriate learning environment, both indoors and outdoors. Children confidently explore the learning opportunities available and make independent choices about their play. For example, they enjoy engaging in role play activities as they dress up, use puppets for stories, and explore play dough. Most staff interact skilfully with children, for example, they provide commentary, model language and talk to them about past events. As a result, all children are developing good communication and language skills; they are articulate and confident during their play and interactions with both peers and adults. Children benefit from the range of activities, such as French and computer lessons. Therefore, all children are gaining the necessary skills for their future learning.

Personal development, behaviour and welfare are good

The key-person system is effective. Children are settled, happy and behave well. They are proactive in helping to keep the environment tidy and safe. For example, they help to sweep the floor after cooking activities and put away resources. Staff use positive encouragement and praise to promote good behaviour, thereby increasing children's confidence and self-esteem. Children show a good level of independence; they lay the tables for lunch and serve their meals. Staff help children to develop a good understanding of the diverse community in their locality. For example, they celebrate local and family festivals. Consequently, children develop positive attitudes to others and to learning.

Outcomes for children are good

Children are gaining a solid foundation in which to grow and develop. The staff work well with parents, for example, they offer them practical information detailing simple activities to try at home. Overall, children are gaining the necessary skills for their future learning.

Setting details

Unique reference number	EY347905
Local authority	Barnet
Inspection number	828537
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	73
Name of provider	Ariyike Oritseweyinmi Aiyetigbo
Date of previous inspection	12 May 2011
Telephone number	02089056202

Fountain Montessori Pre-School registered in 2007. The setting operates from a church community centre in Edgware, in the London Borough of Barnet. The setting is open each weekday from 8am until 6pm, for 46 weeks of the year. The provider is in receipt of funding for children aged two, three and four years. The setting follows the Montessori methods of teaching. The provider employs 25 members of staff, 19 of whom hold relevant childcare qualifications at level 3 and above.

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