

Paint Pots Montessori School St Johns Hyde Park

St Johns Parish Hall, Hyde Park Crescent, London, W2 2QD



Inspection date	15 October 2015
Previous inspection date	15 March 2010

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 provide a calm and welcoming learning environment where children feel safe and valued. Children settle well and make good relationships with others.
- Staff and management fully understand how to promote children's learning and development. They have high expectations of what children can achieve and teaching is good.
- Leaders check the progress of each child and groups of children so that they can easily identify any who are falling behind in their learning. Staff successfully provide well-targeted interventions to help close any gaps. All children make good progress in relation to their starting points.
- Partnership with parents is a real strength and staff work well with one another and parents to support children's care and learning. They sensitively work with children to prepare them for the next stage of their learning.
- The manager plans activities with the staff team and checks the quality of the provision to help ensure consistent good care and learning.

It is not yet outstanding because:

- Staff do not always provide sufficient challenge for the most able children to extend their communication skills and help them solve problems independently.
- Staff sometimes miss opportunities to promote children's learning and development during routines, such as mealtimes.

What the setting needs to do to improve further

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

- provide consistent challenge for the most able children to further extend their communication and problem-solving skills
- use routines, such as mealtimes, to promote children's learning and development.

Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those relating to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

The management team provides effective leadership. They support and supervise staff effectively, so they are clear about their roles and responsibilities. Safeguarding is effective. Robust recruitment procedures ensure that all staff are suitable for their role. Staff have good understanding of the safeguarding procedures to promote the welfare of children. The management team has good systems for self-evaluation to highlight strengths and to identify targets for further improvement. Staff act on the views, suggestions and comments of parents, children and others to improve their practice. Leaders have successfully acted on the recommendations from the last inspection. They ensure that the provision continues to provide good quality learning and development for all children.

Quality of teaching, learning and assessment is good

Staff use their qualifications well to provide a good educational programme to motivate children to learn. Key persons gather information from parents and use their regular observations to establish children's starting points in their learning. This enables them to plan for individual children's learning needs and interests. Children have good attitudes to learning. For example, through planned activities for songs and music, children thoroughly enjoy rhymes, join in singing and actions and dance enthusiastically. They experiment with paints, and staff encourage them to observe and talk about how colours change when they mix. Children learn to appreciate the differences between seasons, especially during regular outdoor activities. Staff use good teaching skills to promote children's mathematical development. Children confidently count objects and use mathematical language to describe shapes and sizes.

Personal development, behaviour and welfare are good

Staff are good role models and teach children right from wrong. Children's behaviour is good. They take turns and share well. Children learn the importance of good personal hygiene and ensure that their hands are clean before eating. They handle resources with care and tidy up after themselves without a reminder. They enjoy energetic and active play in the garden and benefit from fresh air and social interaction with their friends. The management team has installed safety devices on fire doors to ensure that they are safe to use. They conduct robust risk assessments on the premises and resources to keep children safe.

Outcomes for children are good

All children make good progress and any gaps in learning are rapidly closing. Children show consideration to one another and value diversity around them. They are developing the necessary skills to prepare them for the move to school.

Setting details

Unique reference number	EY369719
Local authority	Westminster
Inspection number	829145
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	26
Number of children on roll	17
Name of provider	Paint Pots Montessori Schools Ltd
Date of previous inspection	15 March 2010
Telephone number	0207 4022529

Paint Pots Montessori School registered in 2004. It is located in Hyde Park, in the City of Westminster. It is open during school term, from 9.15am to 3.45pm, five days a week. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs four members of staff who all hold qualifications at level 4. The school uses the Montessori approach.

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