

MMI Preschool

MMI House, 142 Mitcham Lane, London, SW16 6NS



Inspection date	17 February 2016
Previous inspection date	15 October 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 children with a range of exciting opportunities. Children are happy and confident and they make good progress in their learning.
- Management and staff keep up to date with safeguarding procedures. They all know who to contact if they have any concerns about children's welfare and how to help keep children safe from harm.
- Management encourage the well-qualified and experienced staff to continue with their ongoing professional development. Staff use their knowledge to offer a good range of learning experiences for children.
- The staff form strong attachments with the children, and use these to help children become confident and build on their self-esteem.
- Staff prepare the children with the skills they need for their future learning. For example, staff help children develop their independence and self-care skills.
- The partnership with parents is very good. Staff communicate and share a range of information with parents to help promote consistency in children's learning at home.

It is not yet outstanding because:

- On occasion, staff do not make the most of daily routines, such as nappy changing and snack time, to build on what children know and extend their learning further.
- Some staff do not always make the most of opportunities to ask children questions that extend their learning and challenge their thinking further.

What the setting needs to do to improve further

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

- strengthen opportunities during daily routines to build on children's learning further.
- strengthen the already good teaching further by consistently asking children effective questions that encourage them to extend on their learning and challenge their thinking.

Inspection activities

- The inspector observed interactions between the staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took the written and verbal views of parents into account.
- The manager gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager follows robust safeguarding practices and thorough recruitment procedures to help ensure that staff are suitable to work with children. Staff have a good awareness of how to keep children safe from harm. Staff help promote children's awareness of personal safety well. For example, older children tell younger children to 'walk properly' as they move around the setting. The manager undertakes regular staff supervision and identifies any training requirements or additional support. The manager monitors children's development regularly and works with staff to develop individual programmes to help extend children's learning. The management team evaluates all aspects of the provision. It takes the views of parents, children and staff into account when identifying and driving improvements. The manager and staff work effectively in partnership with a variety of professionals, including local schools, to support children's continuity of learning. The staff know the children very well and are able to plan for each child's individual needs.

Quality of teaching, learning and assessment is good

Staff make good use of observation and assessment to plan activities to extend each child's learning. Staff teach children a good range of skills that will help them in preparation for their move to school. Staff make good use of the environment to provide activities that encourage children's development and learning. For example, staff use an outdoor display area to encourage children to explore their emotions. Staff use a variety of teaching methods to engage children. For example, staff use visual prompts and gestures to engage younger children and add words to extend older children's language.

Personal development, behaviour and welfare are good

Staff follow a flexible settling-in process which encourages children to build very good attachments to staff. Staff praise children which helps to build their self-esteem. Children are confident and polite. Children enjoy playing together and behaviour is very good. For example, children take turns, negotiate and share. Staff are very good role models, respectful and patient. Children are encouraged to develop healthy lifestyles, become self-sufficient and attend to their own personal needs.

Outcomes for children are good

Children make good progress from their starting points. Children become motivated learners as staff plan activities knowing what interests them. Children are considerate and aware of the needs of others. For example, children talk about happy and sad faces when discussing emotions. They develop good independence and communication skills, and are confident, as they prepare for the next stage in their learning and school.

Setting details

Unique reference number	EY303578
Local authority	Wandsworth
Inspection number	987893
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	40
Number of children on roll	27
Name of provider	Modern Montessori International Limited
Date of previous inspection	15 October 2010
Telephone number	0208 769 7539

Modern Montessori International Preschool registered in 2005. The setting is situated in Mitcham, in the London Borough of Wandsworth. It is open each weekday from 8am to 6pm, for most of the year. There are five members of staff; of whom, four hold appropriate early years qualifications, including the manager who has Early Year Professional Status. The setting receives funding to provide free early years education for children aged two years.

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