

# Papillon Montessori 2

153a Uxbridge Road, Hatch End, Pinner, Middlesex, HA5 4EA



## Inspection date

5 May 2016

Previous inspection date

8 June 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

- The manager has a clear understanding of her role. She provides good support for her staff team. She continues to manage their performance and training needs well.
- Staff make accurate assessments of children's development and identify clear targets to close any gaps in their learning. Children make good progress towards the early learning goals.
- Staff are good role models. Children settle happily in the welcoming environment and show that they feel safe and secure. They build good relationships with each other and form trusting relationships with staff.
- Children behave well. They have a good understanding of what staff expect, and treat their friends and staff with care and consideration. Staff use lots of positive encouragement and praise to promote children's confidence and self-esteem.
- Staff have established good working relationships with the local schools and with other settings that children attend, to help promote continuity in their learning.

### It is not yet outstanding because:

- Staff do not always obtain enough information from parents about children's existing skills and abilities, to help them get a broader understanding of children's individual achievements right from the start.
- On occasion, during large group activities, younger children sit for long periods, and some children become distracted and lose concentration.

## What the setting needs to do to improve further

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

- review daily routines to reflect more precisely the needs of younger children, in particular during large group activities, to enhance their learning experience even further
- make better use of all opportunities to gather sufficient information from parents about children's initial interests and abilities, to gain a sharper awareness of each child's level of achievement right from the start.

### Inspection activities

- The inspector had a tour of the pre-school and invited the manager to take part in a joint observation.
- The inspector observed the quality of staff interactions with the children.
- The inspector held discussions with the manager, deputy manager and staff at appropriate times during the inspection.
- The inspector sampled various documents, including the pre-school's policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are familiar with the procedures for reporting any welfare concerns. The manager pursues vetting checks to ensure the suitability of all staff. She oversees robust systems for monitoring children's progress and ensures staff undertake relevant assessments to inform their planning effectively. Systems for monitoring staff performance and offering supervision, for example, through one-to-one meetings, are effective. They contribute well to staff's professional development. The manager continuously supports staff, such as in working towards achieving higher qualifications. The manager is very successful in reflecting on practice. She leads the staff team well in striving towards improvement, and uses suggestions from parents and children to make changes to enhance the quality of the provision.

### Quality of teaching, learning and assessment is good

Staff provide an encouraging environment where children choose resources independently to extend their play. Staff place a high priority on developing children's communication and language skills. For example, children patiently wait their turn to share their 'special' objects from home with excitement. Staff praise children for good listening, such as when reading their favourite story. Children have opportunities to learn about the natural world. For example, they enjoy learning about farm animals before they visit the farm. Staff promote children's creative skills well. For example, children enjoy craft activities and demonstrate confidence while they use small tools. Parents receive regular information from staff about their children's progress. Staff work with parents to promote continuity in their children's learning and care, including at home.

### Personal development, behaviour and welfare are good

Staff help children to understand how to develop healthy lifestyles. For example, they encourage them to make healthy food choices and provide them with daily opportunities to access outdoors. Staff provide a wide range of activities to support children's physical skills. For example, children enjoy plenty of exercise, such as using obstacle courses and joining in with music and movement sessions. Staff develop children's understanding of how to keep themselves safe. For example, they talk to children about managing risks during their play. Children have many opportunities to learn about their own and other people's backgrounds, such as through planned activities, visual displays and a range of other resources.

### Outcomes for children are good

Children thoroughly enjoy their time at the pre-school and gain the skills they need in preparation for school. Children develop good mathematical skills. For example, they participate in counting, weighing and measuring during their play.

## Setting details

<b>Unique reference number</b>	EY274516
<b>Local authority</b>	Harrow
<b>Inspection number</b>	847185
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Devi Prashant Vithlani
<b>Date of previous inspection</b>	8 June 2011
<b>Telephone number</b>	020 8420 2333

Papillon Montessori 2 registered in 2004. It operates in Hatch End, in the London Borough of Harrow. It opens from 8.30am to 3.45pm on weekdays, during term time only. There are seven staff working with the children and all have suitable childcare qualifications. The provider receives funding for the provision of free early education for children aged three and four years. The Montessori teaching method is adopted within the pre-school.

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