

# First Steps Montessori Prep School

5 Sebert Road, Forest Gate, London, E7 0NG



## Inspection date

15 August 2016

Previous inspection date

20 May 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Some staff do not fully understand the possible signs that a child is at risk of harm or the action to take if concerns are raised. This puts children's welfare at risk.
- The provider fails to maintain the required adult-to-child ratios at all times to ensure children's well-being.
- The provider does not implement effective recruitment procedures to keep children safe. She does not ensure that she gathers all appropriate information to make sure that all new staff are suitable to carry out their role.
- The manager does not ensure that all new staff have induction training to help them understand their roles and responsibilities.
- Staff do not always make effective use of assessment to ensure that they know children's interests and styles of learning. Activities do not always match children's needs and interests to ensure they make good progress.
- Self-evaluation is ineffective. The provider has not identified breaches in requirements of both the Early Years Register and the Childcare Register. The quality of the provision has declined since the last inspection.

### It has the following strengths

- Children enjoy art activities, such as making handprints with paint.
- Staff work with parents to ensure consistency in children's care and learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ train all staff to understand the safeguarding policy and procedure and to have an up-to-date knowledge of safeguarding issues	20/08/2016
■ maintain adult-to-child ratios at all times to meet the needs of the children and ensure their safety	15/08/2016
■ implement effective recruitment procedures to ensure the suitability of staff to carry out their role	20/08/2016
■ ensure that all new staff receive induction training so that they are aware of their roles and responsibilities	20/08/2016
■ make effective use of assessment to understand children's interests and learning styles to plan challenging activities and support their progress.	20/08/2016

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

- use self-evaluation effectively to identify breaches in requirements and target key aspects of practice to rapidly improve outcomes for children.

### Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspector talked with the manager, staff, and the children at various times during the inspection. The inspector also undertook a joint observation with the manager.
- The inspector observed the staff's interaction with children indoors and outdoors, and looked at a range of resources and equipment.
- The inspector sampled a range of documentation, including records relating to children and staff, and checked safeguarding procedures and feedback from parents.
- The inspector had discussions with the manager about policies and procedures, methods of assessing and planning for children's progress and how she works with parents, staff and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Some staff do not fully understand the signs that indicate a child may be at risk and do not know who to refer concerns to. The provider does not always maintain adult-to-child ratios and does not ensure that recruitment procedures are secure. She does not take appropriate steps to gather all information to ensure new staff's suitability. These weaknesses put children at risk. The provider ensures that existing staff remain suitable and that adults without a Disclosure and Barring Service check are not left alone with children. Staff carry out effective risk assessments to reduce any risks to children. The manager provides appropriate coaching and support for existing staff. However, she does not ensure that new staff undergo an induction procedure to make sure that they fully understand their roles and responsibilities. The manager monitors children's progress sufficiently to identify any gaps in their learning and takes appropriate steps to help them catch up. However, self-evaluation does not effectively identify all areas for improvement and the quality of provision has not been maintained.

### Quality of teaching, learning and assessment requires improvement

Staff do not always make good use of their observations and assessments to understand what children are interested in and identify their individual learning styles. This limits their ability to plan effectively for children's next steps in learning and provide them with sufficient challenge to help them make good progress. Children develop appropriate skills. For example, they develop their physical skills by climbing and riding wheeled toys. Children enjoy painting and building, and playing with different sized cars. They learn about living things, such as the chickens that the provider has at the setting, and how to care for them.

### Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding put children at risk. The provider does not ensure that all new staff understand their roles and responsibilities to meet children's care and learning needs. Staff understand the key-person role. They establish secure attachments with the children and know them well. Staff manage children's behaviour effectively. Children understand what is acceptable and the consequences of their behaviour. Children learn to respect others. For example, they learn about different festivals. Staff provide healthy meals and ensure children's dietary needs are met.

### Outcomes for children require improvement

Children are adequately prepared for the move on to their next stage of learning, although they are not supported to make as much progress as possible. Children learn how to share, take turns and make decisions. They communicate with each other and with staff, discussing their ideas. Those who are learning to speak English as an additional language develop good communication skills.

## Setting details

<b>Unique reference number</b>	405451
<b>Local authority</b>	Newham
<b>Inspection number</b>	1061077
<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>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Maria Adesegha
<b>Registered person unique reference number</b>	RP904413
<b>Date of previous inspection</b>	20 May 2013
<b>Telephone number</b>	020 8555 0125

First Steps Montessori Prep School registered in 1990. It is situated in Forest Gate, in the London Borough of Newham. The setting is open each weekday from 8am to 6pm for 51 weeks of the year. The setting receives funding for early education for children aged two, three and four years. The provider employs seven members of staff with a range of qualifications up to level 6.

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.

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