

# Paint Pots Montessori School Bayswater

St. Stephens Church, St. Stephens Crescent, London, W2 5QT



## Inspection date

30 September 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 experienced manager provides clear leadership. A team of well qualified and dedicated staff supports her effectively. They share the desire to provide the best possible start through giving children good-quality care and learning experiences.
- Staff encourage children to be independent and successfully encourage their self-care skills. For example, children help themselves to fruit throughout the day and wash up their own plates and cups after having a snack.
- Staff are consistent in their approach to managing children's behaviour and children behave well. They give children lots of praise and encourage them to be polite, kind and accepting of other people.
- Staff typically teach well. They place a high priority on organising the environment effectively. For example, they creatively arrange and display toys and resources to help children to see recent learning, practise new skills and follow their own interests.

### It is not yet outstanding because:

- Staff do not help children learning English as an additional language to develop their communication skills as effectively as they could.
- The manager does not make enough use of information gathered about children's progress to ensure different groups of children learn even better.

## What the setting needs to do to improve further

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

- support children learning English as an additional language to develop their communication skills more effectively
- make more effective use of information gathered about the progress of different groups of children to ensure they all learn as well as they can.

### Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector carried out a joint observation with the manager and accompanied children and staff to a nearby park.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector looked at children's learning records and planning documentation. She checked evidence of the suitability and qualifications of staff working with the children and looked at policies and procedures.

### Inspector

Vanessa Linehan

## Inspection findings

### Effectiveness of the leadership and management is good

The manager leads well and good support from the leadership team within the company has helped establish a good level of provision. She gathers the views of staff, parents and children as part of ongoing self-evaluation and identifies areas to improve as a result. Staff have a genuine desire to improve their own practice. They attend training courses to update their knowledge and observe each other's teaching to help jointly identify areas to improve. Safeguarding is effective. All staff know what to do and who to contact if they have concerns about a child's welfare. The manager has put appropriate recruitment, vetting and induction procedures in place to ensure all staff are suitable to work with children. Parents are well informed about their child's development and they like the experiences their children have.

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

Staff are well qualified and have a good knowledge of child development. They gather information from parents when their children start at the nursery. Staff typically assess individual children's progress well to help plan activities which encourage their learning. They have good links with other professionals, such as speech and language therapists, to provide additional expertise for children needing specialised help. Staff teach all children well and provide a wide range of interesting resources. For example, children of all ages enjoyed playing in a pretend post office and they liked using their mathematical skills to buy stamps and weigh parcels. They also developed their small-muscle skills by making cards to 'post' to their family and friends. Staff encouraged their early writing skills effectively, for example, by asking them to write their names on the envelopes.

### Personal development, behaviour and welfare are good

All staff show a high level of care and warmth towards the children. This, together with strong key-person procedures, helps children to build strong emotional attachments with those caring for them. Children are happy, confident and eager to learn. Staff teach them to respect other cultures by exploring different festivals and celebrations, such as Chinese New Year and American Thanksgiving. Staff take children to local parks every day where they can exercise in the open air. They run to boost their activity levels, knowing that it can help them to stay healthy. Children like knowing how long it takes them to run a lap.

### Outcomes for children are good

All children typically make good progress, including those with special educational needs. All children gain valuable skills that prepare them well for their eventual move to school. For example, they learn to concentrate and listen to their friends and teachers during show and tell each week. Older children learn to recognise letters of the alphabet and write their own name.

## Setting details

<b>Unique reference number</b>	EY481423
<b>Local authority</b>	Westminster
<b>Inspection number</b>	988302
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Paint Pots Montessori Schools Limited
<b>Registered person unique reference number</b>	RP902567
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02072219329

Paint Pots Montessori School Bayswater registered in 2014 and is run by a private provider. The nursery operates from a church building in the London Borough of Westminster. The nursery is open term time only from 9.15am until 3.45pm on Monday to Thursday and 9.15am until 12.30pm on Friday. The nursery is in receipt of funding for free early education for children aged three and four years old. All staff hold appropriate early years qualifications. The nursery follows the Montessori philosophy of teaching.

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