

MMI Preschool

46 Leslie Grove, East Croydon, CR0 6TJ



Inspection date

20 July 2017

Previous inspection date

16 June 2015

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not consistently monitor the effectiveness of teaching and do not support children's learning well enough. At times, there is insufficient challenge to enable children to use their experiences and previous knowledge to support new learning and make suitable progress.
- Staff do not use planning and assessment effectively to monitor children's progress accurately. At times, activities do not reflect children's learning needs or offer enough challenge.
- Self-evaluation is not effective in identifying all areas where improvement is needed.

It has the following strengths

- Children are confident to follow their own ideas and are proud to share their achievements. For example, some children were keen to show their creations, which they called 'bubble gum' when working with the play dough.
- Children are developing their understanding of the need for a healthy diet. For example, they enjoy nutritious meals and know why these are good for them.
- Parents are happy with the provision. They say that their children have developed good friendships and are happy to attend.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ monitor and support staff more effectively to improve the quality of their interactions and to raise standards in teaching to a consistently good level	20/09/2017
■ improve the arrangements to assess and track children's progress to help staff to plan challenging activities that reflect each child's individual needs, so they make good progress in their learning and development.	20/09/2017

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

- use monitoring and self-evaluation systems more effectively to improve teaching to a good level overall.

Inspection activities

- The inspector checked how well staff understand how to keep children safe.
- The inspector observed the quality of teaching and the support for children's learning, during activities inside and outside.
- The inspector spoke with staff, parents and children at convenient times throughout the inspection.
- The inspector completed joint observations with the manager and deputy manager.
- The inspector looked at a range of documents, including children's learning journals, planning, risk assessments, incident records, attendance registers, policies and procedures, as well as evidence of suitability.

Inspector

Victoria Forbes

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not always effectively monitor how well staff interact with children or consider the quality of the teaching taking place. The free-flow arrangement allows children to move around the environment. Staff supervise children to ensure their safety but do not always notice when they are not purposefully engaged. Children do not always get the attention they require to extend their learning. Arrangements for safeguarding are effective. Staff have an appropriate understanding of their duty to protect children and know how to report any concerns about a child's welfare. Managers evaluate and reflect on the provision. For example, managers and staff attend a range of courses for their own professional development, although they do not consistently use their knowledge well to improve the quality of teaching.

Quality of teaching, learning and assessment requires improvement

Staff provide suitable support for babies to make progress in their learning and development. However, support for toddlers and pre-school children is not strong enough for them to make consistently good progress. For example, staff do not recognise opportunities to extend children's understanding, communication and higher thinking skills. Children enjoy the activities on offer but staff do not sufficiently challenge them to build on what they already know and can do. Staff complete observations and assessments to help them monitor gaps in children's learning. However, they do not always make sure that activities they plan suitably support all children's learning needs as well as possible.

Personal development, behaviour and welfare require improvement

Staff do not always encourage children to build on their developing skills and make as much progress as possible in their learning. Nonetheless, children enjoy their time in the setting and are settled well. Staff provide individual support and work well with parents and carers, ensuring children feel confident and happy. Children have opportunities to develop their physical skills during outdoor play. For example, they ride on bicycles and scooters, and climb in and out of tyres. Suitable hygiene routines help support children's continued health. For example, all children brush their teeth after eating. Parents and carers comment on the friendliness of staff. Children behave well and demonstrate calm and friendly attitudes. Staff liaise suitably well with local schools, helping to prepare children for their move on to school.

Outcomes for children require improvement

Overall, children show confidence and enthusiasm for learning. For example, they excitedly and articulately explained how they made pasta and 'yoki'. Children are developing some of the skills they need for their future learning. For example, they enjoy listening to stories and sharing books with adults. However, due to the weaknesses in the quality of teaching, children are not consistently supported to reach their full potential.

Setting details

Unique reference number	EY407707
Local authority	Croydon
Inspection number	1094259
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	73
Number of children on roll	60
Name of registered person	Modern Montessori International Limited
Registered person unique reference number	RP525383
Date of previous inspection	16 June 2015
Telephone number	0208 686 2727

Modern Montessori International Preschool is one of a group of two settings. It registered in 2010 and is located in the London Borough of Croydon. The pre-school is open from 7.30am to 6.30pm, for 48 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 14 members of staff, including the manager, all of whom hold relevant childcare qualifications from level 2 to level 6.

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