

Paint Pots Montessori School The Boltons

St. Mary the Boltons Church, The Boltons, LONDON SW10 9TB



Inspection date	5 December 2018
Previous inspection date	30 June 2016

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

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that the designated lead person for safeguarding has secure knowledge of all safeguarding matters. Therefore, they are unable to provide appropriate support, advice and guidance to staff about any safeguarding issue that places children's welfare at risk.
- The manager has recently implemented an online system for recording observation and assessment, but this is not embedded in practice.
- Staff's assessments do not consistently reflect the level of children's attainment.

It has the following strengths

- Staff provide a welcoming, well-resourced and stimulating learning environment. Children are motivated to join in activities, play and explore with confidence and enthusiasm.
- Children settle very quickly and have a strong sense of belonging as they choose what they would like to play with and access their belongings freely.
- Staff are very good role models. Children behave exceptionally well as staff use positive reinforcement to give gentle reminders of expectations.
- Parents speak highly about the care and learning their children receive. Parents are pleased with the progress their children make and feel they have plenty of time for feedback at the end of each session.

What the setting needs to do to improve further

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

	Due date
improve safeguarding practices to ensure any concerns about children's safety or welfare are notified to agencies with statutory responsibilities without delay, and in line with the Local Safeguarding Children Board.	05/01/2019

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

- embed the online system for observations and assessments to help promote children's progress further
- ensure that staff consistently complete accurate assessments that give a clear overview of the progress that children make.

Inspection activities

- The inspector sampled a range of documentation, including the safeguarding policy; children's development files, including information related to their learning and progress; and staff's training records.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with parents to gain their views of the service they receive.
- The inspector observed staff's interactions with children and spoke to staff during appropriate times during the inspection.
- The inspector checked the manager's and staff's understanding of safeguarding and how to keep children safe.

Inspector

Margarita Nolan

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff do not follow their own policy for safeguarding and reporting to external agencies. The manager does not ensure the designated safeguarding lead and staff understand the policy and this puts children's welfare at risk. The manager leads a small team of highly dedicated staff. They supervise children carefully and deployment is effective throughout the setting. The manager completes staff's appraisals and they benefit from targeted training to improve teaching practice.

Quality of teaching, learning and assessment is good

When engaged in activities with children, staff provide meaningful conversation and introduce a range of vocabulary and new words. Children have opportunities to join in small adult-led activities, such as story time. When looking through books together, staff support children's communication and language skills very well. They consider the ability of children and provide a narrative accordingly. Staff also adapt activities to offer enough challenge to extend learning for the most able children. Children are encouraged to build on what they already know. For example, during a child-initiated game sending parcels abroad, staff allow children to try things for themselves and persevere, intervening when welcomed by the children and offering ideas to extend their learning. The adults provide additional resources such as envelopes and direct children to where the ink stamps are kept. Staff use good systems to observe children's learning and help children make good progress according to their interests and next steps.

Personal development, behaviour and welfare are inadequate

The provider and staff do not promote children's welfare. Staff do not always follow the procedure for reporting concerns about children's safety and welfare to the agencies with statutory responsibility. However, staff are positive role models and treat each other and children with the utmost respect. Children behave exceptionally well, and staff recognise children's feelings, for example, saying, 'I know you are feeling sad. How can I help you?' Staff encourage children to be independent, for example, children can access their own snack throughout the session or chose from fruit on offer. Children independently prepare their own snacks and use this as a social time where they talk about their interests. Children have excellent self-care skills, for example, they can put on their coats and wellington boots to go into the garden. Children are trusted to use a variety of tools independently. Staff provide children with the skills they need to become independent learners.

Outcomes for children are good

Children are motivated to explore, discover and learn. When engaged in enjoyable experiences, children develop the skills they need in readiness for future learning. They persevere with their chosen activity and learn new skills, such as cutting with scissors. Children are active and enthusiastic learners and are keen to take on a challenge, for example, working collaboratively to put the pieces of the skeleton together.

Setting details

Unique reference number	EY480045
Local authority	Kensington and Chelsea
Inspection number	10076203
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	26
Number of children on roll	24
Name of registered person	Paint Pots Montessori Schools Limited
Registered person unique reference number	RP902567
Date of previous inspection	30 June 2016
Telephone number	07794 678 537

Paint Pots Montessori School The Boltons registered in 2014. It is situated in Chelsea, in the London Borough of Kensington and Chelsea. The nursery is open each weekday from 9.15am to 3.45pm, during school terms. The provider receives funding for the provision of free early education for children aged three and four years. The provider employs five members of staff, four of whom hold relevant early years qualifications at level 4. The nursery follows the Montessori educational philosophy.

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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