

Paint Pots Montessori School Hyde Park

St Johns Parish Hall, Hyde Park Crescent, LONDON W2 2QD



Inspection date	28 November 2018
Previous inspection date	15 October 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is a passionate, highly qualified and experienced practitioner, who is committed to providing the best possible care and education for all children. She leads a well-qualified team, who share her vision.
- The quality of care and teaching is outstanding. The staff are very enthusiastic, gentle and calm and show great respect towards each other and children. They help children to thrive and become highly confident learners, preparing them for the next stage in their learning and move to school.
- Staff's enthusiasm for teaching and nurturing children's natural curiosity is apparent in every element of their working day. They are skilful at pitching questions to help children to plan and guide their own learning. They successfully encourage children to solve problems and to consider different ways of achieving their goals.
- Children are eager and confident to choose from an extensive range of play equipment and to initiate their own ideas and extend their play and learning.
- Children behave exceptionally well. Staff are excellent role models, who have extremely high expectations of all children and celebrate their individuality.
- The indoor and outdoor environment for learning is excellent. Staff provide children with a breadth of outdoor experiences that help them to develop a deeper understanding of the world around them and a love of nature.
- Excellent relationships with parents ensure children's interests, abilities and needs are understood and expertly met. Parents highlight how well their children settle and develop. They feel fully informed about their children's routines, activities and progress.
- Highly effective partnerships with other professionals enable staff to meet children's individual needs very successfully. Staff support children with specific needs extremely well.

What the setting needs to do to improve further

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

- continue to focus professional development opportunities on maintaining the already exceptional practice and monitor the impact this has on the excellent outcomes for children already achieved.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and discussed the self-evaluation process.
- The inspector spoke with staff and with children at convenient times during the inspection.
- The inspector sampled documentation relevant to the efficient running of the setting.
- The inspector spoke with a number of parents and took their views into account.

Inspector
Sally Wride

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager and staff team have an excellent understanding of child protection and the procedures to follow if they have any concerns about a child. Staff are enthusiastic and wholly committed to supporting every child and their family. Parents appreciate the ongoing communication and feel extremely well informed about their children's care and education. Performance management is comprehensive and staff have many opportunities to enhance their skills and knowledge through training, such as termly events related to the Montessori method of education. The manager and staff team are highly reflective practitioners and understand the need to continually develop their practice to maintain the excellent standard achieved. They are currently building on the information recorded electronically about children's progress to enhance the already excellent assessments. The manager successfully monitors the achievements of different groups of children and leads her team to deliver an exciting curriculum.

Quality of teaching, learning and assessment is outstanding

Teaching is consistently strong across all areas of learning and development, both indoors and outside. Children receive well planned and challenging activities that support their excellent progress and an environment that offers a wealth of first-hand learning experiences. Children explore and discover new things while being highly supported by staff who have an expert knowledge of their key children. Staff work very closely with parents to close gaps in children's learning and to raise their achievements. They undertake ongoing observations and accurately assess children's progress. They identify next steps in learning that stretch and extend children's thinking, language and communication. During their enthusiastic interactions with children, staff model language and help them explore new ideas, such as how to decorate their dough creations in different ways using a range of materials. Staff respond quickly to children's requests, such as counting how many children are present in English, Spanish and French. They help children to recap and consolidate their learning when playing outdoors.

Personal development, behaviour and welfare are outstanding

Children are well-settled, happy and have great fun. They have high levels of self-esteem and confidently engage with both adults and peers. They understand the routines of the day and behave exceptionally well. They ably communicate their interests and needs and take responsibility for their actions. They have a strong knowledge of how to keep themselves safe. For example, as they articulately explain and follow the rules of forest school. The key-person system ensures children form strong bonds with staff. Children are very receptive and open to new experiences, such as making bird feed using a range of ingredients. Children are extremely focused and thrive in the stimulating environment with staff who meaningfully promote their emotional well-being.

Outcomes for children are outstanding

Children thrive and make rapid progress from their starting points. They develop a vast range of skills and high levels of confidence and independence in preparation for their eventual move to school. They have excellent opportunities to develop skills in early writing, literacy and numeracy.

Setting details

Unique reference number	EY369719
Local authority	Westminster
Inspection number	10066751
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	16
Name of registered person	Paint Pots Montessori Schools Limited
Registered person unique reference number	RP902567
Date of previous inspection	15 October 2015
Telephone number	0207 4022529

Paint Pots Montessori School Hyde Park registered in 2004. It is located in Hyde Park, in the City of Westminster. It is open during school term, from 9am to 3.45pm, five days a week. The provider is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. The provider employs four members of staff who all hold qualifications at level 3, 4 or 6. The school uses the Montessori approach.

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