

Paint Pots Montessori School Bayswater

Inspection report for early years provision

Unique reference number	EY369700
Inspection date	13/11/2008
Inspector	Martha Naa Ahimah Darkwah
Setting address	Bayswater United Reformed Church, Newton Road, LONDON, W2 5LS
Telephone number	0207 7920433
Email	bayswater@paint-pots.co.uk
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Paint Pots Montessori School, Bayswater is one of three schools run by Paint Pots Montessori School limited. The setting has been in operation for 20 years and re-registered in 2008 as a limited company. The setting is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. It is located in the City of Westminster and the Royal Borough of Kensington and Chelsea. It operates from a church hall in Bayswater and serves families from the local community. The nursery follows the Montessori philosophy of education.

A maximum of 24 children may attend at any one time. The setting currently supports children with special needs and who speak English as an additional language. It is open five days a week during school term times. Children attend for a variety of sessions. Sessions are from 09:15 until 12:30 Monday to Friday, 13:15 until 15:45 and 09:15 until 15:45 Monday to Thursday. There are currently 25 children on roll

The school employs four staff members. All of the staff have early years qualifications. The setting has developed partnership arrangements with Sure Start and the Early Years Development and Childcare Partnership, Westminster.

Overall effectiveness of the early years provision

All children make progress in their individual learning and development to a high standard as staff members are proactive in ensuring they have excellent, up to date knowledge of the individual needs of children in their care. The provider takes effective steps to ensure that staff members continually improve outcomes for children to promote every child's uniqueness. There is a good system for self-evaluation in place, which enables staff members to improve the quality of care and education they provide. The capacity to maintain continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the implementation and delivery of the Early Years Foundation Stage framework to further enhance children's care, learning and development in relation to assessment arrangements
- keep a record of evacuation drills in sufficient detail to reflect any problems encountered and how they were resolved to promote children's welfare.

The leadership and management of the early years provision

All staff members in the setting demonstrate a good understanding of the Early Years Foundation Stage (EYFS) and have worked effectively to ensure that its implementation has been a positive feature of the setting's development. The provider has ensured that all necessary procedures and policies are in place to manage the setting efficiently to meet the needs of all children. The manager is a good role model and ensures that staff members are supported well to carry out their roles and responsibilities.

Effective safeguarding policies are in place and are clearly understood by staff members, who implement them very well to protect children. An effective recruitment and induction programme, as well as comprehensive vetting procedures, ensures that all adults working with children are suitable to do so. Additionally, ongoing suitability of staff is monitored through an effective appraisal system which identifies individual training and development needs. As a result, staff members effectively support and include all children.

In addition, the children play and learn with the support of well deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of stimulating resources both indoors and outdoors. The setting undertakes rigorous and effective risk assessments to ensure that children are safe and play in a hazard free environment; for example, floors and tables are cleaned between activities, all equipment and areas are regularly checked and levels of adult supervision ensure children's safety at all times.

The setting is committed to working in partnership with parents and carers and building on existing processes to enhance the effectiveness of this partnership. There are a number of useful opportunities for parents to share relevant information with staff to enable them to meet their individual needs. Parents receive comprehensive information about their child's progress and are able to contribute to assessments made on their child. Additionally, parents have opportunities to discuss their child's progress with their child's key worker. Parent evenings are organised well to include discussions on the early learning goals and how parents can be proactive in supporting their children's learning at home and when out and about with them. Staff members, parents and other professionals work well together to meet the needs of children.

In addition, the setting works well with parents and the support of the local authority to ensure that when necessary children gain additional support; for example, if children have specific special needs. The setting also uses advisory support effectively as it develops its implementation of the Early Years Foundation Stage and gradually develops optimum planning and assessment systems.

Staff members are fully involved in the self-evaluation process to monitor the quality of care and education and successfully identify and address areas for development. For example, providing children with a wider range of technology resources and materials to explore promotes role play through the children's day in

innovative ways. This enables children to find out how things work and develop their independence. Through child initiated activities, children are enabled to have autonomy in their learning environment.

The quality and standards of the early years provision

Children make good progress in their learning, because they are supported by staff members who have excellent knowledge and understanding of the early learning goals. Sufficient information regarding children's achievements, interests and needs are used well to support children to take the next steps in their learning and development.

The environment is well planned to promote independence and encourage children to access resources from all areas of learning. Children regularly use a camera on a tripod to take pictures of them as they engage in various activities. For example, children preparing sandwiches, using a range of fillings such as celery, tomato, spinach, mayonnaise, peppers, cheese, tuna and marmite.

Good clear displays of text, numbers and educational posters help children develop communication and literacy skills. For example, children know the letters and syllables that make up their name and write or recognise them confidently. Children spend time in the well arranged book corner reading alone and sharing books with others or retelling the stories through use of pictures. They show respect for books and enjoy story time.

Children's good health and well-being is promoted effectively by all staff members in the setting; for example, children have a growing understanding of healthy eating and lifestyles and how to keep themselves safe and healthy. For example, when staff members encourage to children think of the changes to their bodies after exercise, they touch their chest, face and observe that their heart beats faster and their faces get warmer after exercise. Children display great enthusiasm for physical activity, both indoors and outdoors, squealing with excitement when acting out dances on the floor as they jump on one foot and negotiate space and control of their bodies. They benefit from frequent opportunities to play outdoors in the fresh air, alongside well organised activities that challenge and support their physical development.

The setting ensures that child-led activities are promoted for the majority of the time, which allows children to be independent, imaginative and very active in their own learning. Children's all round progress is good; for example, they become confident speakers as they engage in conversations with each other and members of staff, they use a wide range of mark making equipment and see many examples of written language, their understanding of numbers is enhanced through practical every day experiences. The setting ensures that all children make progress towards early learning goals in relation to their starting points, including those with special needs or those who use English as an additional language.

Planned activities include celebration of different festivals such as Diwali, Halloween, Guy Fawkes, Thanksgiving, Chinese New Year, Jeans for Gene's day

and Sukkoth. Children have access to a wide range of toys that promote positive images of diversity. Positive relationships exist between the staff members and the children. As a result, children develop their knowledge and understanding of the world and its cultural and religious differences.

The welfare of all children is promoted very well as the setting implements its policies and procedures consistently. Children play in a safe and secure environment, benefit from robust safeguarding arrangements. Appropriate fire detection and control equipment are in place and in working order. Staff members understand their roles and responsibilities in the event of a fire and conduct evacuation drills. The record is not in sufficient detail to reflect any problems encountered and how they were resolved to further protect children in an emergency.

The children enjoy their time in the setting as they achieve positive outcomes, become increasingly independent and exercise appropriate amounts of control over their own behaviour. They are well mannered, polite and courteous.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.