

Paint Pots Montessori School The Boltons



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

Inspection date	19 March 2019
Previous inspection date	5 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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 manager and staff have made rapid progress since the last inspection. They have successfully implemented an action plan to improve safeguarding policy and practice.
- Children show high levels of active learning. They become engrossed in activities and show great perseverance to complete their chosen task, such as balancing small bricks to create a Roman arch. Children enjoy the praise given by staff to celebrate their efforts and achievements.
- Effective methods of information sharing between staff, parents and carers enable a collaborative approach to monitoring children's progress and ensuring their individual care needs are met each day.
- Staff show high regard to working with parents and other professionals to ensure children who have additional needs are supported effectively and required assessments are completed within timescales.
- Children are very well behaved, creating a calm and productive atmosphere in which to play and learn. They are becoming strong independent learners as they make choices from resources and confidently seek support from staff to share their ideas and follow their own interests
- Children enjoy well-planned group sessions where they enthusiastically join in songs and actions, effectively developing their language skills.
- Staff do not always plan and provide enough regular opportunities for children to use large play equipment to support the development of their physical control, coordination and spatial awareness.

What the setting needs to do to improve further

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

- plan and provide more regular opportunities for children to develop good control and coordination of their large movements and spatial awareness, for example when using a range of large climbing and play equipment.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during indoor and outside play.
- The inspector carried out a joint observation of a planned activity with the manager.
- The inspector looked at a variety of relevant documentation, including staff and children's records, self-evaluation and records of observation, assessment and planning.
- The inspector spoke to parents, children and staff and took account of their views.
- The inspector held discussions with the manager and staff about their understanding of safeguarding policy and practice.

Inspector

Jo Geoghegan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have attended training and know what to do if they have any concerns about children's well-being. They have reviewed and updated their policies and procedures to improve the organisation of the setting and staff practice. The manager has a clear overview of staff's abilities and completes regular appraisals so that training needs are identified. As a result, staff make progress in their personal development, including promotion. Staff are well deployed and ensure children are supervised appropriately while using any communal areas within the setting. This ensures children are kept safe at all times. Staff work well together as a team and show high regard to making improvements. They have met all actions and recommendations made at the last inspection. Staff work closely with the local authority early years adviser to identify areas for further development.

Quality of teaching, learning and assessment is good

Children benefit from high levels of staff support during play. This helps to extend their learning effectively as staff ask them questions that help them to think and resolve problems for themselves. For example, when children want to use resources from the hairdressing role-play area with water, staff ask children what they need and make suggestions. As a result, children learn to negotiate and are able to follow their own interests during play. Staff encourage children to be active learners. For example, when doing a large skeleton puzzle, children lay on top to measure their size and look where the pieces go. Staff join in games with colour blocks and children go hunting around the nursery for things they can match to the colours. Staff plan group times well with a theme that links their discussions and songs together. This enables children to develop their understanding of the world, the continents and their families in a fun way. Staff make regular observations of children's progress and plan effectively for their individual learning needs and interests.

Personal development, behaviour and welfare are good

Children have good relationships with each other and staff. They play cooperatively and use language effectively to negotiate during play. Children confidently express their thoughts and show an awareness of the needs of others. They are exceptionally well behaved and show high levels of personal independence. This helps to prepare them for school. Children enjoy the relaxed and sociable lunch and snack times. Staff talk about the colours of vegetables and why these are good for them, and children choose when to eat their own snacks. This promotes their understanding of healthy eating. Although children participate in outings to the garden and park, they do not engage in enough regular activities that promote their large movements and physical coordination.

Outcomes for children are good

Children actively engage in all activities and become absorbed in play. They show high levels of concentration and perseverance to complete their chosen tasks. They enjoy being creative with paint, collage and clay. Children enjoy role play as firefighters during outdoor play. They make good progress from their starting points and effectively develop the skills they need to be ready to move on to school.

Setting details

Unique reference number	EY480045
Local authority	Kensington and Chelsea
Inspection number	10090921
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
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	5 December 2018
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 term time only. 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.

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