

# Fountain Montessori Pre-School



St Margarets Parish Hall, Rectory Lane, Edgware, London, HA8 7LG

<b>Inspection date</b>	2 February 2018
Previous inspection date	8 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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 management and staff team work well together to create a welcoming environment for children. Staff interact positively with one another and with children and they support children's emotional well-being successfully.
- Children benefit from a warm, well-resourced and stimulating learning environment. Staff provide interesting and enjoyable activities that motivate children to learn.
- The management team is committed to investing in the training and development of its staff team. Leaders deliver training and mentor staff effectively to help improve their personal and professional effectiveness and the quality of their teaching.
- Staff know children really well. They gather initial information from parents about what children already know and can do across all areas of learning and development. They use this information to assess and plan for children's needs.

### It is not yet outstanding because:

- Staff do not make the best possible use of assessment information to prioritise where to focus the most support for children's learning.
- Although staff encourage children to gain independence, they do not fully consider how to make simple tasks more manageable for younger children.

## What the setting needs to do to improve further

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

- make the best use of information gained from assessment to prioritise and plan precisely for children's next steps in learning
- support staff to adapt tasks to help younger children manage things for themselves and become more independent.

### Inspection activities

- The inspector observed, listened to and talked with children as they played.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at a sample of children's assessment records and discussed children's strengths and next steps with staff.
- The inspector reviewed records and procedures relating to safeguarding, including to the management of children's behaviour, and discussed a range of other procedures relating to children's welfare with the manager and staff.
- The inspector conducted a joint observation with the manager.

### Inspector

Mrs Rubina Yasmin Nijabat

## Inspection findings

### Effectiveness of the leadership and management is good

The setting benefits from a strong and committed leadership which is responsive to the latest guidance in good practice. The arrangements for safeguarding are effective. Ongoing training has ensured that the management team and staff understand their duty to report any child protection concerns to appropriate agencies. Leaders invest in professional training and development of the staff to help improve their practice and outcomes for children. Self-evaluation is accurate. Leaders use the feedback from staff, parents and their local authority adviser to help improve the setting. Leaders and staff have developed good professional relationships with parents. Parents are regularly involved in reviewing their children's progress and encouraged to continue their children's learning at home.

### Quality of teaching, learning and assessment is good

Staff use their knowledge and experience to provide children with a good range of resources and well-planned activities. For example, using colours and a world globe, staff teach older children the names of different countries and animals in the world. In discussions, children demonstrate their understanding and are able to talk about different countries that they have visited. Children are encouraged to listen to others, think and respond to questions. For example, during a group time activity, children were asked to think about why they had to turn off a battery-operated toy car. Partnerships with parents are excellent. Parents speak positively about staff and the daily updates about their children's routine, achievements and progress that they receive through the online learning journal.

### Personal development, behaviour and welfare are good

Staff provide a safe and friendly environment. Children settle quickly and build close bonds with their key persons. The children under two years of age separate from their parents with ease as staff sing to them their favourite songs and rhymes. Children's physical development is promoted well. They take part in a weekly 'stretch and grow' activity and have plenty of opportunities for outdoor play. Staff are effective in modelling respectful and caring relationships and they demonstrate that they value each other's and the children's opinions. Subsequently, children develop respect for other people and learn to value one another's similarities and differences. For instance, they learn about other religious traditions and festivals, such as Diwali and Hanukkah.

### Outcomes for children are good

All children make good progress from their starting points, including those who have special educational needs (SEN). Children are friendly to each other and helpful. For example, when playing outside with paper aeroplanes, children show fascination, repeat actions and notice patterns in their movements. They run back and forth to help pick up each other's aeroplanes each time they land back on the ground. They develop good early reading, writing and numeracy skills. For example, they learn to recognise letters and link them to the sounds they represent, and learn to write their name and numerals. Children are well prepared for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	EY347905
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1117614
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Ariyike Oritseweyinmi Aiyetigbo
<b>Registered person unique reference number</b>	RP907992
<b>Date of previous inspection</b>	8 October 2015
<b>Telephone number</b>	02089056202

Fountain Montessori Pre-School registered in 2007. The setting operates from a church community centre in Edgware, in the London Borough of Barnet. The setting is open each weekday from 8am until 6pm, for 46 weeks of the year. The provider is in receipt of funding for children aged two, three and four years. The setting follows the Montessori methods of teaching. The provider employs 20 members of staff, all of whom hold relevant childcare qualifications at levels 2, 3 and above.

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