

# MMI Preschool

46 Leslie Grove, East Croydon, CR0 6TJ



## Inspection date

6 July 2018

Previous inspection date

20 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 manager supports staff effectively. She regularly evaluates activities and keeps accurate, detailed observations of the children's development. She helps staff to use this information to monitor children's progress and plan for children's next steps in learning.
- Staff work very well as a team. They are encouraged to be reflective and work together to identify and plan how to improve their delivery of activities, which positively supports good outcomes for children. They work well with parents to meet children's needs.
- Staff are very positive role models. They consistently demonstrate how to do things and participate in children's play. This encourages children to follow their lead, develop a love for learning and take part in all activities.
- Staff consistently use the knowledge shared at training sessions to improve their practice. Staff support all children's communication skills very well. For example, they skilfully use props during play as one way of introducing children to new words to help build their vocabulary.
- Staff provide good support so that younger children rapidly learn to manage their physical needs. Children make very good progress in their personal and emotional development from their starting points.

### It is not yet outstanding because:

- Staff do not consistently enable children to consider their thoughts and responses to questions, to encourage them to engage more and test out their ideas further.

## What the setting needs to do to improve further

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

- adapt the already good teaching methods so that all children are given the time they need to consider their answers to questions, to help them engage in activities at a higher level.

### Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, staff planning documentation, and checked evidence of the suitability and qualifications of staff.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.
- The inspector held a meeting with the manager and deputy to discuss the action plan from the previous inspection.

### Inspector

Acima Hosein

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff understand child protection procedures and know what to do if they have any concerns. Since the last inspection, the manager has continually driven improvements that positively build on outcomes for children. For example, she monitors children's progress and ensures staff take action to support children who require additional help. She has worked with outside agencies to gather information which she has used in very effective ways. For example, she uses the assessment of children's progress accurately to help staff plan challenging activities.

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

Overall, staff use their skills effectively to encourage children to explore and learn. For example, children explore painting and use spaghetti brushes to make shapes. Staff model how to mix paints and make marks, and children eagerly copy and begin to make their own shapes. Staff support children particularly well in the development of number and counting skills. They have incorporated mathematics into many aspects of the day and encourage children to solve problems and tackle challenge in activities. For example, during circle time, they count how many children are present and compare this to how many should be there, taking any absent children into account. Staff know the children well, plan interesting activities and motivate them to have a go. For example, children delight in exploring play dough to make models of healthy food. Staff name the food to teach new words. Children enjoy manipulating, rolling and kneading the play dough using their physical skills enthusiastically.

### Personal development, behaviour and welfare are good

Staff establish strong relationships with the children in the setting. Children show that they feel safe and secure. For example, they confidently explore and engage in play but come to staff when they need reassurance before returning to explore. Behaviour is very good and staff have introduced many ways for children to help understand their emotions. For example, children use jars which are filled with water and glitter. They shake these when they feel angry and watch the glitter fall to the bottom to help calm down. They display great social skills and willingly take turns. Staff prepare children well for when the time comes to move to another setting, such as school. They make sure children can cope with the levels of independence that will be required of them. For instance, staff help children to manage tasks alone, including getting water from a water dispenser whenever they are thirsty and selecting their snacks.

### Outcomes for children are good

All children make good progress in relation to their starting points. Younger children settle quickly and grow in confidence, becoming keen to explore independently. Older children are confident communicators and develop their physical abilities successfully, which helps prepare them well for their next stages in their development.

## Setting details

<b>Unique reference number</b>	EY407707
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1110229
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	73
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Modern Montessori International Limited
<b>Registered person unique reference number</b>	RP525383
<b>Date of previous inspection</b>	20 July 2017
<b>Telephone number</b>	0208 686 2727

Modern Montessori International Preschool is one of a group of two settings. It registered in 2010 and is located in the London Borough of Croydon. The pre-school is open from 7.30am to 6.30pm, for 48 weeks of the year. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff, including the manager, who work with the children. Of these, four staff hold relevant childcare qualifications at level 4, three hold qualifications at level 3 and two at level 2. The pre-school follows the Montessori educational philosophy.

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