

Inspection of Paint Pots Montessori School The Boltons

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

Inspection date: 27 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy. They are warmly greeted by staff. They search for their photo to self-register and post their name. Parents appreciate the time staff take to settle children into their day. They comment on the safe and nurturing environment. Children follow the routine well. They understand the behaviour expectations and demonstrate resilience. Staff are positive role models. Children are kind to their peers. They hold a friend's bag on arrival, so they can take their coat off.

Staff introduce exciting activities. They know the children well. They use dinosaurs as a sorting task to support early mathematical development. Themes are planned with a purpose. Children learn about St David's day. They enjoy cutting leeks to make soup for lunch. They study daffodils and paint pictures together. Staff introduce language when narrating children's play. They consistently praise children's efforts. This boosts their self-esteem and desire to achieve.

Children freely access the garden. There are opportunities to exercise and develop their gross motor skills. They use large spades to dig in the mud and pull themselves over the climbing frame. Children instinctively change their shoes when going outside. Staff have developed an effective structure that promotes children's independent skills.

What does the early years setting do well and what does it need to do better?

- Leaders have high aspirations. They develop an environment where staff feel valued. Regular supervisions check in on their well-being. Targeted training ensures that staff's knowledge is current. This enhances their teaching. Frequent risk assessments on the provision assess the safety for children and staff.
- Leaders create strong partnerships with parents. Parents speak highly of the provision. They praise staff's efforts in building trusting relationships with their children. Parents feel well informed via the app. Staff support families. For example, they offer advice on situations, such as a new baby. Parents find the ideas to continue learning at home beneficial. They understand what their child is learning.
- Staff act swiftly to identify children with special educational needs and/or disabilities (SEND). They work closely with parents and professionals to complete referrals. Strategies are implemented to ensure that children with SEND reach the best possible outcomes. Parents are pleased with the development their children make.
- There is a clear focus on language and communication. Staff consistently introduce new words. For example, they describe leeks as 'stringy'. They pause and give children time to think and answer. However, there are fewer strategies

to support children who speak English as an additional language to further support their communication.

- Leaders plan an ambitious curriculum. They provide stimulating activities that embrace children's current interests. Teaching is designed so that children remember what they have learned. Children carefully fill watering cans. They tend to daffodil bulbs and describe how to care for them. Children cut up fruit for their snack. They are reminded to be careful. Staff talk to children about healthy choices. They encourage good hygiene practices. These skills promote learning for life.
- Children benefit from rich experiences. They engage in activities that ignite their imagination. Music sessions allow time for expression. Children squeal with delight as they dance and wave scarves. They listen carefully and copy a rhythm with sticks. Staff model yoga poses that children copy. They practise resting their minds at the end of the day. These opportunities enhance children's character building and promotes their confidence.
- Children enjoy listening to stories. They share books with staff and snuggle in for comfort. Children talk about what they see as they independently turn pages. Staff sit with children as they make Welsh cakes from play dough. These activities support their fine motor movements. However, staff have not fully thought through how children can explore early writing as part of their play to further extend their literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- embed consistent strategies to support children who speak English as an additional language to develop their communication and understanding
- develop the curriculum for literacy further and provide opportunities for children to practise mark making to supports their early writing skills.

Setting details

Unique reference number	EY480045
Local authority	Kensington and Chelsea
Inspection number	10368394
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 at time of inspection	2 to 4
Total number of places	26
Number of children on roll	11
Name of registered person	Paint Pots Montessori Schools Limited
Registered person unique reference number	RP902567
Telephone number	07794 678 537
Date of previous inspection	19 March 2019

Information about this early years setting

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 12.30pm, during term-time only. The provider offers the government funded places for childcare. The provider employs seven members of childcare staff. Of whom, four hold relevant early years qualifications. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector
Karen Wells

Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A joint observation was carried out by the inspector and the manager, and the findings were discussed.
- The inspector and the manager completed a learning walk of the setting and discussed the impact of the curriculum.
- The inspector gathered views of parents and took these into account.
- The inspector looked at relevant documents to check staff's suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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