

# Little Angels Montessori

Inspection report for early years provision

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**Inspector** Rebecca Khabbazi

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**Type of setting** Childcare - Non-Domestic

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## 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*.

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## Description of the setting

Little Angels Montessori is a privately owned setting and was registered in 2011. The preschool operates from a hall within St Nicholas Church in Orpington, Kent. Children have access to a main classroom and an enclosed outdoor play area. The preschool serves the local area.

The preschool is registered on the Early Years Register to care for 20 children aged from two years old to the end of the early years age range. There are currently 11 children on roll. Sessions operate from 9am to 12.30pm each weekday during term time and 1pm to 2.45pm on Tuesday and Thursday afternoons. The preschool provides free early education for children aged three and four years old. The setting supports children who speak English as an additional language.

There are three staff who work at the preschool. Two members of staff have relevant childcare qualifications and one is working towards a qualification. The manager has Early Years Professional Status. The preschool receives support from the local authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully supports children's welfare and development overall. It offers a welcoming, inclusive environment where children are safe and well cared for. Good relationships with parents and with other partners overall mean that children's individual needs are effectively met. Children make good progress in most areas of their learning, given their age, ability and starting points. The management and staff team show a strong commitment to continuous improvement. They constantly monitor and evaluate the provision in order to identify priorities for future development.

## What steps need to be taken to improve provision further?

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

- increase opportunities for children to find out about the uses of everyday technology
- extend the two-way flow of information with other providers offering the Early Years Foundation Stage, by sharing information about children's next steps for development to ensure continuity and progression.

## **The effectiveness of leadership and management of the early years provision**

Robust systems for recruitment and vetting help to ensure that all staff are suitable to work with young children. This helps safeguard children's welfare. Staff attend relevant training and are familiar with procedures to follow if they have concerns about a child in their care. They are vigilant about supervising children at all times. For instance, they make sure enough staff are outside during outdoor play and accompany children in areas of the building that other users can access. They conduct daily risk assessments to make sure that appropriate safety measures are in place, such as securing the front gate during the session. All required documentation that supports the smooth day-to-day running of the setting is in place. Staff work well together as a team, sharing tasks and responsibilities throughout the morning, such as the snack bar or story time. They make good use of space and resources to create a stimulating indoor and outdoor learning environment where children can access a wide variety of play materials that are suitable for their age and needs and effectively support their learning.

Staff work closely with parents to make sure they have a thorough understanding of each child's background and needs. They adapt activities where needed to make sure that all children are included, for instance by making use of visual aids and Makaton sign language to support children's communication skills. This helps ensure that children's individual needs are met well and equality and diversity are successfully promoted. Parents are kept well informed through daily discussions and have access to a wide variety of written information, such as policies and procedures, progress reports and activity plans. Staff also build positive day-to-day relationships with other early years providers such as childminders, when children attend more than one setting. However, these partnerships are not yet fully developed, for instance by sharing progress reports and next steps, in order to promote consistency in children's learning.

The clear leadership of the setting results in a staff team who are motivated to continually develop the service they provide. They make good use of their weekly activity evaluations and the support of the local authority to monitor and review the provision. Actions taken are well chosen to lead to improved outcomes for children. For example, staff have developed the outdoor play environment so that children benefit from a good range of opportunities to explore the natural world, and they have reorganised the home time routine to help ensure children remain safe at this busy time.

## **The quality and standards of the early years provision and outcomes for children**

Children settle quickly and show a strong sense of belonging at the setting. They grow in confidence and independence as they help themselves to resources from the low shelves, find their outdoor shoes when they want to go in the garden and peel their own fruit at snack time. Children learn to keep themselves safe when

they notice that some toys are left out on the floor and tidy them away so no-one falls over them. They take part in regular fire drills so that everyone can act quickly in an emergency. Children develop a good understanding of healthy lifestyles. They adopt simple good hygiene routines when they wash their hands before lunch time and learn that they need to do this because of germs. They enjoy fruit at snack time and talk about food that is good for them when they cook homemade pizzas. They play outside every day, enjoying the space and fresh air as they practise their physical skills, peddling bikes, playing a ball game or using the climbing frame.

Children make good relationships with staff and each other and behave well. Staff make regular observations of children's achievements and plan a wide variety of interesting, hands-on experiences for children that help them make good progress in their learning overall. Children's language and literacy skills are fostered when they listen to stories and remember familiar words and phrases, or recognise that a letter makes the same sound as the end of their mother's name. They learn useful skills for the future when they count out eight legs for the spider they are making or find the correct space for a shape in a game. They sometimes use a laptop to complete simple programmes or listen to music. However, opportunities to use information and communication technology resources are not yet fully developed. Children use their imaginations when they help create a bus out of giant boxes in the outdoor area, or when they camp in the tent, making soup and cups of tea. They explore the natural world when they plant carrots and radishes in the vegetable plot, or make a 'bug hotel' for all the insects they find. Staff make the most of diversity to help children learn about the world they live in. Children enjoy dressing up in traditional Indian costume, tasting Chinese noodles or making pizza. They find out about life in Australia and have a turn on a didgeridoo, or learn to play a South African instrument by rolling it in their hands. Children benefit from a well-planned routine with time for uninterrupted child-initiated play as well as group activities. They are well-occupied and stimulated throughout the session and thoroughly enjoy their day.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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