

Little Cakes Montessori School



Chorleywood House Estate, Rickmansworth Road, Chorleywood, Hertfordshire, WD3 5SL

Inspection date	28 September 2015
Previous inspection date	26 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Teaching is good and at times outstanding. Children have great opportunities to lead their own learning and benefit from skilful interactions with the highly qualified staff. Indoor and outdoor activities are interesting and challenging, directly promoting children's skills across all areas of learning.
- Children learn important skills through play. Staff organise educational programmes that fully promote children's independence and interests. Additionally, play areas are stimulating and welcoming, and children are motivated learners. As a result, they rapidly develop skills.
- Staff efficiently teach children to live healthy lifestyles. Children eat well and have plenty of exercise and outdoor play. They participate in exciting outings to surrounding grounds and local community, where they take part in learning projects about the world they live in.
- Staff fully understand the steps to take to protect children. They participate in training and closely monitor children's welfare. Additionally, strong links with external professionals, such as the local authority ensure that children's needs are promptly supported.

It is not yet outstanding because:

- There are not yet enough opportunities to fully enhance children's learning about diverse cultural backgrounds and home languages in activities, play opportunities and resources.

What the setting needs to do to improve further

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

- expand on the opportunities children have to use their home language and cultural backgrounds in play, activities and resources to enhance their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager, deputy manager and staff. She looked at assessments and planning for children and relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Karinna Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff participate in regular training, which positively enhances their skills and enables them to continuously implement new ideas for children. They fully involve parents in practice, sharing policies and obtaining their ongoing views. This directly contributes to the secure management of the setting. Staff risk assess the play areas and attentively supervise children, effectively ensuring their safety. Managers have high expectations of staff and as a team they reflect on practice. Additionally, supervision procedures enable staff to understand their roles under the Early Years Foundation Stage. As a result, children benefit from the high standards of care and education.

Quality of teaching, learning and assessment is good

Staff are very knowledgeable in regards to children's personal needs and interests. They effectively use approved development guidance to conduct assessments of children's skills. Staff securely link children's individual assessments to their planning for activities. Therefore, children of all ages are challenged according to their actual stages of development. Staff have high expectation of children. For example, they ensure that as children grow older, they are introduced to more opportunities to develop literacy, mathematics and to understand the world around them. This effectively enables them to start school with confidence. Children have continuous support between the setting and home as parents are fully involved in their learning.

Personal development, behaviour and welfare are good

The key-person system is effective. From the start, staff and parents work together to tailor practice to children's needs. Therefore, children are happy, comfortable and settled. Staff manage children's behaviour well by organising appropriate routines and boundaries. Furthermore, they boost children's confidence and self-esteem with praise and reassurance. Therefore, children behave extremely well. Staff skilfully support children in learning to manage their personal needs. As a result, children are impressively independent. Dedicated staff are very caring towards children. They form very strong bonds with them. Children learn to analyse their personal safety and challenge their own skills. Additionally, they cooperatively play and respect each other demonstrating effective social skills.

Outcomes for children are good

Staff accurately identify children's starting points in learning and skilfully monitor their next steps in development. Assessments, such as the progress check for children aged between the age of two and three years are effectively completed. Additionally, staff and managers monitor children's achievements and areas they need more help with. As a result, gaps in children's learning are narrowed. There are a number children who speak English as an additional language. However, there is room to promote their cultures and languages further, through activities and resources to maximise their learning experiences. Overall, practice is inclusive and children benefit from secure support to their needs.

Setting details

Unique reference number	EY421321
Local authority	Hertfordshire
Inspection number	852206
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Little Cakes Montessori Limited
Date of previous inspection	26 September 2011
Telephone number	07974241489

Little Cakes Montessori school was registered in 2011. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, 3 and above. This includes, one with International Higher Diploma in Montessori at level 5 and one with Qualified Teacher Status. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language. The setting promotes the Montessori philosophy.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

