

OakDin Montessori Kindergarten Ltd

67 Perry Street, Billericay, Essex, CM12 0NA



Inspection date

8 December 2015

Previous inspection date

22 June 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

- The quality of teaching is good. Staff complete regular observations and assessments to identify what children can do and their next steps for learning. Staff use the information to effectively plan learning experiences that promote children's development.
- Resources are of good quality. Many are used to support children's early language development. For example, signs are used to help children make links between their home languages and English.
- Children are happy, settled and demonstrate that they feel safe and emotionally secure. This helps to provide a good foundation for their future learning. Children confidently explore the indoor and outdoor environments and independently select their desired activities.
- The manager and staff work hard and demonstrate a strong commitment to continuing to develop all aspects of the provision. They continually evaluate and reflect on their practice with a view to developing the service they provide even further. The views of parents are sought through written feedback and discussion.

It is not yet outstanding because:

- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.
- Occasionally, some staff do not best promote children's developing language and communication skills.

What the setting needs to do to improve further

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

- increase the information gained from parents when children first attend to provide staff with a clearer picture of children's starting points and help plan their progress from the start
- extend the knowledge of all staff about how to enhance children's developing communication and language further during planned activities and child-led play.

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 kindergarten deputy manager.
- The inspector held a meeting with the kindergarten manager. She looked at relevant documentation, such as the kindergarten's self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Joanne Barnett

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of the possible signs and symptoms of abuse and how to report any concerns they may have. Recruitment procedures are secure. For example, the manager ensures that all new staff are suitable to carry out their role and are familiar with the safeguarding policies. Staff have regular supervision meetings and are supported to enhance their practice. The manager and her team effectively identify areas for further improvement through regular reviews and meetings. Parents are provided with daily updates about how well their children are progressing. Staff work closely with parents, other providers and agencies to ensure all children's needs are met.

Quality of teaching, learning and assessment is good

Staff plan a balance of adult-led and child-initiated activities across all seven areas of learning. This helps all children, including those children who speak English as an additional language, to make good progress. Staff provide a good variety of interesting and challenging activities to engage and motivate the children in their play. For example, older children have excellent opportunities to learn about letters and sounds. Children learn about mathematical concepts, such as shape and size, during everyday play. They have access to technology. This helps to develop their fine motor skills and coordination. Children sit happily with staff and listen to stories during group time, which helps to support their developing interest in books and their early reading skills. This helps children to gain the key skills they need in readiness for their future learning and the move on to school.

Personal development, behaviour and welfare are good

Children settle well within the kindergarten. They are happy and confident, and keen to share their ideas with staff. Children are eager to be involved in the daily routines of the kindergarten. They develop independence skills, for example, as they pour their own drinks at snack time. Staff are good role models. They are very calm and provide gentle reminders to children about how to behave. Children share and take turns. They are motivated to learn and enjoy playing with their friends. They learn about different cultures and respect each other's differences. They are encouraged to care for each other and help to tidy up. Children follow good hygiene routines and enjoy exploring the outdoor area all year round. Physical activities include riding on bikes, balancing and climbing, watering the garden and digging in the mud. Children's safety is promoted at all times. Effective links with schools that children attend help to ensure that children's achievements are shared.

Outcomes for children are good

Staff establish good partnerships with other professionals. They use these partnerships well so children benefit from progression and continuity in their care and development. All groups of children make good progress from their starting points. The management team works closely with staff to promptly close any gaps in children's development and support them to make good progress in their learning, in preparation for school.

Setting details

Unique reference number	203835
Local authority	Essex
Inspection number	865220
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Oakdin Montessori Kindergarten Limited
Date of previous inspection	22 June 2011
Telephone number	01277 633055

Oakdin Montessori Kindergarten Ltd was registered in 1993. The kindergarten employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The kindergarten opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am till 1pm, 1pm till 7pm and 7am until 7pm. The kindergarten provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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