

Maytime Montessori Playgroup

Ilford Cricket Club, Valentines Park, Ilford, Essex, IG1 4UE



Inspection date

21 October 2016

Previous inspection date

14 February 2013

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

- Staff work effectively as a team and support each other. The management team supervises staff well and ensures they closely follow the playgroup's procedures. Staff carry out regular risk assessments of the play environment to ensure children stay safe.
- Children form strong attachments to staff. This helps children to settle quickly and they grow in confidence. Children generally behave very well. Staff work closely in partnership with other professionals and seek effective strategies to support children with specific needs.
- Staff gather useful information from parents about children's development on entry to the playgroup. They work closely in partnership with parents and keep them well informed about their children's progress.
- Staff use their qualifications and skills well to provide effective activities that support children's learning. They seek regular training opportunities to develop continuously their professional knowledge and skills.

It is not yet outstanding because:

- New systems for checking the progress of individuals and groups of children are still developing, to enable managers to strengthen the way they address any emerging gaps in teaching and learning.
- Staff do not recognise opportunities to build further on children's interest in activities to extend their mathematical knowledge as fully as possible.

What the setting needs to do to improve further

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

- continue to embed current systems fully for monitoring the progress of individuals and groups of children, to raise the quality of teaching and learning to an even higher level
- enhance the support and challenge for children to develop their understanding of mathematics to the fullest extent.

Inspection activities

- The inspector observed staff interaction with children and the impact that teaching has on children's learning.
- The inspector held discussions with the manager and staff, and spoke to children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback.
- The inspector looked at children's progress records, staff suitability checks, risk assessments and other relevant documentation, including policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

Managers follow thorough recruitment procedures to ensure that all adults working with children are suitable to do so. Safeguarding is effective. Staff receive regular safeguarding training and follow rigorous procedures to protect the children. Managers observe and monitor staff practice and give constructive feedback to enable staff development. Staff observe children and accurately plan for the next steps in their learning. Staff generally identify children's learning needs and they work with parents to seek appropriate guidance from external agencies. Managers seek the views of parents when making plans for the development of the playgroup. They use the self-evaluation process effectively to reflect on the provision and make continuous improvements.

Quality of teaching, learning and assessment is good

The quality of teaching is good and children make good progress from their starting points. Staff provide interesting and engaging activities that motivate children to learn. For example, children are enthusiastic as they scoop soil into containers and pretend they are cooking chocolate. Children thoroughly enjoy pouring water into a sieve and watch it trickle over the floor. They are excited as they jump in the puddles and make a big splash. Children learn good communication and language skills. Staff teach them to sing songs and they learn new vocabulary. Staff help children who are learning English as an additional language. For example, they display signs in different languages and children learn that words have a meaning. Staff provide writing resources to develop children's early writing skills and encourage creativity.

Personal development, behaviour and welfare are good

Staff encourage children to become independent. For instance, children learn to put on their coats and manage their own personal care. Staff provide children with a healthy snack and teach them about foods that are good for their health. Children benefit from playing outside in the fresh air. They develop their physical skills well, for example, when they ride on wheeled toys. Children learn to share and take turns. They learn to care for each other. For example, older children help younger ones to remove their aprons after painting. Children learn to sit still and pay attention when listening to a story. They learn about different cultures and traditions. Staff invite parents to share their cultural practices and festivities, such as bringing items from home to enrich children's experiences.

Outcomes for children are good

Children make good progress in readiness for school. They learn the letters of the alphabet, for example, when singing rhymes and tapping shakers in time with the music. They learn the days of the week and the months of the year. Staff adapt routines and resources to include all children, including those who have special educational needs.

Setting details

Unique reference number	EY453090
Local authority	Redbridge
Inspection number	1063007
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	35
Name of registered person	Mary O'Mahoney
Registered person unique reference number	RP511741
Date of previous inspection	14 February 2013
Telephone number	07713255027

Maytime Montessori Playgroup registered in 2012. The playgroup operates Monday to Friday from 9am until midday and from 12.15pm until 3.30pm. There are five members of staff; four hold appropriate early years qualifications at level 3 and one is qualified as a Montessori teacher. The playgroup receives funding for children aged two, three and four years. The playgroup follows the Montessori method of learning.

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