

# Linnet Montessori Grange Hill



Grange Hill Methodist Church, Burrow Road, Chigwell, IG7 4HQ

<b>Inspection date</b>	9 November 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders effectively evaluate the provision. They recognise the strengths and further areas to improve children's outcomes. For example, staff have developed outdoor experiences to strengthen further children's balance and coordination skills.
- The strong partnership that staff form with parents is reflective in parents' positive feedback. For example, parents praise staff's professional and approachable manner including their positive interaction with children and ongoing support with ideas to extend children's learning at home.
- Staff provide a wide range of opportunities to meet individual children's interests and needs. They effectively join in with children's play to extend their learning and to help them make good progress with their development.
- Children listen and engage in activities to strengthen their personal and positive development. For example, they help with small responsibilities such as to set up and pack away toys. They follow boundaries well and learn right from wrong.

### It is not yet outstanding because:

- The manager is still at the early stages of embedding fully the programme for ongoing staff development, to further their already good teaching practice.
- Staff miss opportunities to strengthen children's growing understanding of personal safety including how to manage and take appropriate risks.

## What the setting needs to do to improve further

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

- continue to fully implement plans for staff to benefit from ongoing professional development and support, to strengthen further children's experiences
- make use of daily opportunities to teach children how to keep themselves safe at all times.

### Inspection activities

- The inspector observed the quality of teaching in the playrooms and the outdoor play area, and looked at some of the children's assessment records as well as planning documentation.
- The inspector held discussions with the manager and leader throughout the day.
- The inspector held discussions with staff about their roles and assessed their understanding in meeting the requirements of the early years foundation stage.
- The inspector took account of the children's and parents' views during the inspection.
- The inspector conducted a joint observation with the manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a secure understanding of the issues of child protection and they are familiar with the procedures to report any concerns to the relevant authorities. Leaders ensure the recruitment and vetting of staff is thorough to keep children safe. In general, the manager's level of supervision and support is helping to improve staff's professional knowledge. For example, she offers staff guidance on how to extend children's learning such as during reading activities. Staff monitor children's progress consistently to identify and narrow gaps in their development. Staff work closely with parents and share regular information. For example, they provide feedback about children's interests, and welcome parents and children's views about the provision.

### Quality of teaching, learning and assessment is good

Staff make effective use of their observation to plan appropriate next steps to extend children's learning. For example, children learn to recognise two-dimensional shapes and staff make plans to extend this by teaching three-dimensional shapes, to develop further children's mathematical skills. Staff support children's communication development well. For example, they provide appropriate commentary on children's play for them to understand what they are doing. Children willingly join in and share their views and explanations. Children effectively develop their physical skills. For example, they go on short walks and use resources well such as tricycles and balancing beams. Children have good opportunities to develop their growing understanding of the world. For example, they learn about the community, nature and technology.

### Personal development, behaviour and welfare are good

Children settle well and develop close attachments with staff. They develop their social skills well. For example, they form friendships and positively interact and share with other children. Staff effectively support children's understanding of their feelings and emotions. For example, children happily sing 'hello good morning' and greet each other. They display happiness and a sense of belonging and security, and access a wide range of resources. Staff successfully support children to develop their personal skills such as to wash their hands, serve their own food at mealtimes and feed themselves. Children display positive behaviour such as respecting others and patiently waiting for their turn.

### Outcomes for children are good

Children acquire new skills and make good progress, in preparation for the next stage in their learning and move on to school. For example, they display high levels of independence and confidence. They initiate conversation and ask simple questions to help their own understanding. Children freely move and handle different resources. They listen well to stories and learn to count and recognise colours.

## Setting details

<b>Unique reference number</b>	EY484120
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1001246
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Linnet Montessori Limited
<b>Registered person unique reference number</b>	RP904311
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07754 280 937

Linnet Montessori Grange Hill registered in 2014. It is situated in Chigwell, within the London Borough of Redbridge. The provision opens during term time from 9am to 3pm on Monday to Friday. The provision receives funding to provide free early education for children aged two, three and four years. The provider employs three staff and, of these, two hold early years qualifications at level 3 and one at level 2.

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.

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