

# Barley Lane Montessori Pre-School and After- School Centre



St Paul's Community Centre, Barley Lane, Goodmayes, Essex, IG3 8XE

**Inspection date** 6 June 2017  
Previous inspection date 24 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children enjoy using a range of equipment that supports their physical skills indoors and outdoors in all weathers. They benefit from plenty of fresh air and exercise each day.
- The management team effectively oversees the professional development of the staff. For instance, management closely monitors staff's practice and ensure that they have access to relevant training to further strengthen their skills and extend their knowledge.
- Children are active and enthusiastic learners who enjoy the many learning opportunities offered. Children, including those with English as an additional language and those who have special educational needs and/or disabilities, make good progress from their starting points.
- Staff work in partnership with parents. For example, they keep parents well informed about their children's progress and involve them in their next steps in learning. Parents say they are happy with the care and education their children receive.

### It is not yet outstanding because:

- At times, children's written work is not celebrated to its fullest to help build their self-esteem and sense of achievement.
- On occasion, children's next steps in learning are not planned as accurately for their individual learning and development as possible.

## What the setting needs to do to improve further

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

- celebrate children's mark making and written work to its fullest to enable them to take pride in their achievements and build their self-esteem
- strengthen the good observation, assessment and planning process to ensure children's next steps in learning are accurately targeted for their individual learning and development.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and children to take account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

### Inspector

Christine Lamey

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff are fully conversant with the possible signs of harm and neglect. They are knowledgeable about the procedures to follow to raise a concern about children in their care. The management team ensures the self-evaluation process provides an accurate overview of the setting's strengths and areas for improvement to continually develop the provision. Staff work well with external agencies to ensure that, where required, children receive the additional support they need.

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

Overall, the quality of teaching throughout the pre-school is good. Staff engage well with children as they play, for example, they consistently gain children's eye contact and gently encourage them to develop and learn. Staff provide a wide range of interesting and challenging activities. For example, children transfer dried pasta twists from bowls using a spoon, developing hand-to-eye coordination and concentration. Children delight as they play outdoors during a sudden downpour, collecting rain drops in buckets and jumping in puddles. They paint on the easel and watch the rain run down the painting as it changes colours and patterns.

### Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the pre-school. They arrive happily and form close relationships with staff who look after them. Staff are very sensitive in supporting each child's personal needs. Children's awareness of what is acceptable behaviour is a particular strength within the pre-school. Children learn about personal hygiene, for instance, they wash their hands before eating and playing in the mud kitchen and help staff to clean tables before having lunch. Children learn about the natural world, for example, they regularly visit green spaces where they learn about the environment. Children are highly aware of those in the community who may be different to themselves. For example, children and their parents bring in objects to display on the interest table to help support various festivals and celebrations.

### Outcomes for children are good

Children make good progress. Good links with local schools help staff to support children in readiness for the move on to school. Children are confident speakers who eagerly join in discussions and share their experiences. They have good mathematical skills, such as counting, understanding simple calculation and an awareness of size. Children are well motivated and enjoy learning. They are very happy and content, and thrive in the homely and caring atmosphere of the pre-school. Children enjoy joining in with action songs, follow favourite stories closely and join in with repeated phrases.

## Setting details

<b>Unique reference number</b>	EY413291
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1094432
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	80
<b>Number of children on roll</b>	168
<b>Name of registered person</b>	Pedagogy Auras UK Limited
<b>Registered person unique reference number</b>	RP902036
<b>Date of previous inspection</b>	24 June 2015
<b>Telephone number</b>	02085038662

Barley Lane Montessori Pre-School and After-School Centre registered in 2010. The setting is situated in Romford in the London Borough of Redbridge. The pre-school offers sessions from 9am to midday and 12.30pm to 3.30pm, during term time only. The out-of-school club operates from 7am to 8.45am and 3pm to 7pm, during term time only. During school holidays, the setting operates a holiday club from 7am to 7pm. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting employs 16 members of staff, including the administrator and kitchen staff. Of these, 12 members of staff hold a relevant early years qualification, including an early years teacher. The provider holds a level 7 qualification in early years care and education.

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