

Bright Beginnings Montessori Pre School

Occupation House, Occupation Road, CORBY, Northamptonshire, NN17 1ED



Inspection date

24 January 2018

Previous inspection date

20 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Monitoring and supervision of staff and opportunities for their professional development are not implemented effectively to help to improve and develop practice.
- The quality of teaching is variable throughout the pre-school. Staff do not consistently make effective use of what they know about what children know and can do. They do not plan challenging activities to move children forward in their learning and raise outcomes for children to good.
- Children who speak English as an additional language do not make good enough progress in their spoken skills. Staff do not plan enough targeted opportunities to help children develop their speech.
- Children have fewer opportunities to develop their understanding of similarities and differences about people in their community and the wider world.
- Staff do not always give parents opportunities or ideas to help parents consolidate or build on their child's learning outside of the setting.

It has the following strengths

- Children have regular opportunities for play and exercise outside in the fresh air, which helps contribute to their physical well-being.
- Children are secure and happy at the pre-school. They develop positive relationships with staff. This helps to build on their emotional well-being.
- Toys and resources are organised appropriately to facilitate children's independent play and enjoyment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement effective arrangements for the supervision of staff to provide training and support in order to raise the quality of teaching to a consistently good standard	21/02/2018
■ plan and target regular opportunities for children who speak English as an additional language to practise and develop their spoken skills in order to be ready for the next stage in their learning, such as school	07/02/2018
■ improve the quality of teaching and ensure that staff use information about what children know and can do to plan experiences that challenge them in their learning.	21/02/2018

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

- provide children with every opportunity to enhance their knowledge and understanding of similarities and differences of others to enhance their awareness of diversity and the wider world
- explore more successful ways to involve parents actively in their children's development outside the setting to build on and consolidate their learning.

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 spoke with children and staff during the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and suitability of staff working in the setting.
- The inspector took account of the views of parents through written testimonies and discussion.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager does not effectively monitor or support the staff in the setting. This means that opportunities to improve staff practice are limited. As a result, there are inconsistencies in the quality of teaching. The arrangements for safeguarding are effective. Actions that arose from the last inspection have been successfully addressed. Staff are aware of the signs to look out for that suggest there may be concerns about children's welfare with regard to abuse or radicalisation. They understand the procedures to follow should they have a concern relating to child protection. Risk assessments have been reviewed to ensure all areas children access, both indoors and outside, are suitable and safe. However, opportunities for parents to be more involved in children's ongoing learning are not yet embedded into practice.

Quality of teaching, learning and assessment requires improvement

Although staff are appropriately qualified, the quality of teaching in the pre-school is variable. Staff observe and assess children during their play. However, they do not use information gained from this to clearly identify the next steps for children's learning or any emerging gaps in their development. This means that they do not always target activities well enough to build further on what children already know and can do. That said, children enjoy their play and use their imaginations and physical skills as they dress up, make tea and run confidently around their environment. Children enjoy learning about nature and the outdoors. They make 'bird' cakes with staff and talk about why birds need extra food in winter. Some children begin to use talk to express themselves and converse with their peers. However, staff do not challenge or help children who speak English as an additional language well enough, to build on their spoken skills.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management as well as the quality of teaching have a negative impact on the progress children make at the setting. Staff encourage children to develop their independence. They hang up their coats on arrival and change into their indoor shoes. Staff are attentive to children's care needs, and work with parents to help children settle and play happily. Children learn how to be safe as they help staff to sweep up the sand from the floor to prevent slipping over. Children behave well and begin to understand the need to share and take turns. Opportunities for children to build on their knowledge of the diversity and people in the wider community are limited. Children enjoy a balance of snacks and meals and are beginning to learn about healthy lifestyles.

Outcomes for children require improvement

Children are not making consistently good progress from their starting points. However, they do learn some key skills that will prepare them for their next stage of learning or their eventual move to school. Children begin to recognise print as they self-register on entry and find their name-card before meals and snacks.

Setting details

Unique reference number	EY493643
Local authority	Northamptonshire
Inspection number	1114786
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 - 9
Total number of places	40
Number of children on roll	45
Name of registered person	Karen Mary Sayers
Registered person unique reference number	RP907928
Date of previous inspection	20 September 2017
Telephone number	07718425943

Bright Beginnings Montessori Pre School registered in 2015. It operates from a self-contained building in the grounds of Stewart and Lloyds Rugby Club. The pre-school is open Monday to Friday from 8am until 5pm. The after-school club opens from 3pm to 6pm. A holiday club is available for some of the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or above.

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