

Barley Lane Montessori Day Nursery

41 Barley Lane, Goodmayes, Essex, IG3 8XE



Inspection date	2 February 2018
Previous inspection date	5 March 2015

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

- Management and staff have strong partnerships with parents and carers. Staff provide detailed information so parents and carers are kept up to date with their child's progress. Staff share useful ideas of how parents and carers can support learning at home. Information is displayed so parents and carers know who staff are and their role. Parents and carers express high levels of satisfaction.
- The provider is ambitious and communicates her expectations to staff. Self-evaluation includes the views of parents, children and staff. Actions taken by the management team to improve the quality of provision are planned and evaluated carefully.
- Children are happy and show they feel safe and secure in this welcoming and friendly setting. Staff are caring and kind towards children and help them to settle quickly.
- Children benefit from a well-balanced educational programme of enjoyable and interactive activities. Teaching is good and this helps to secure positive outcomes for children. All children make good progress.

It is not yet outstanding because:

- At times, staff do not ensure that resources are plentiful enough to easily accommodate all children who want to take part. On occasion, this causes some frustration and children lose interest.
- Sometimes, staff do not seize opportunities to extend children's problem-solving and early mathematics skills to the highest levels.

What the setting needs to do to improve further

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

- provide children with enough resources that are easily accessible, to further develop their independence and to avoid them becoming frustrated
- enhance opportunities for children to develop their problem-solving and early mathematics skills to the highest level.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as the suitability of staff and the setting's safeguarding procedures.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff complete regular training in child protection and managers test them on their understanding to ensure it is secure. Staff have a detailed knowledge of child protection issues, which helps to support children's welfare. A shared approach to children's learning and development with other settings that they attend ensures that children receive the consistent support they need to reach their next steps in learning. Staff benefit from regular supervisory meetings and training opportunities. For example, recent training has enabled staff to effectively plan and deliver tailored learning opportunities to support children's understanding of sounds and the letters they represent.

Quality of teaching, learning and assessment is good

The qualified and experienced staff work closely with the parents to assess children's starting points. They use these assessments to help them progress children's learning and development. Staff track children's progress, helping to successfully narrow any gaps in their learning. Children's communication and language skills are promoted well. For example, babies babble and join in with clapping along to their favourite nursery rhyme. Toddlers memorise and recite well-known stories and older children confidently predict and finish rhyming sentences. Children who have special educational needs (SEN) and those who speak English as an additional language receive good support. Staff plan precise learning opportunities for them and provide visual clues to help them understand, for example, the changes to the routines that occur during the session.

Personal development, behaviour and welfare are good

Staff form close bonds with children. They provide lots of comfort and reassurance to help children settle and feel secure. For instance, staff affectionately cuddle younger children while reading stories and successfully motivate them to take part in the available activities. Children become confident and eager learners. They develop good levels of independence to support their future learning. For instance, they choose their own play and find their belongings with confidence. Children behave well. They learn how to share, take turns and value the views of others. Staff are positive role models for children and provide them with meaningful praise and feedback. All children have regular opportunities to take manageable risks in their play, inside and outside. They climb on different levels of the climbing frame outside and know how to use tools safely.

Outcomes for children are good

Children thrive and are confident and curious to explore their surroundings. They make good progress and are well prepared for the next steps in their learning and school. Older children are able to read and write their names and identify some letters and sounds. They take great delight as they share their achievements from home with each other. Younger children make marks in a variety of interesting ways, such as making lines and patterns in the sand tray and shapes from the play dough.

Setting details

Unique reference number	EY410007
Local authority	Redbridge
Inspection number	1094327
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	80
Name of registered person	Pedagogy Auras UK Limited
Registered person unique reference number	RP902036
Date of previous inspection	5 March 2015
Telephone number	0208 5995937

Barley Lane Montessori Day Nursery registered in 2010. The nursery is open five days a week from 7am until 7pm throughout the year. The provider employs 18 staff. Of these, 17 hold appropriate qualifications between levels 2 and 6. The nursery provides funded early education for children aged two, three and four years.

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