

# OakDin Montessori Kindergarten Ltd

67 Perry Street, Billericay, Essex, CM12 0NA



## Inspection date

15 June 2018

Previous inspection date

8 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Some staff do not have a good enough knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance. They lack understanding of how to identify children who may be at risk of extremist ideas and behaviour.
- Systems in place for the monitoring of staff's practice are not effective enough. The manager does not ensure that staff have sufficient knowledge and understanding of key aspects of their role, to carry out their responsibilities effectively.
- The provider does not reflect accurately on the quality of the provision to ensure that weaknesses are quickly identified and addressed swiftly.
- Sometimes children's next steps in learning are not identified precisely enough to help them make more rapid progress.

### It has the following strengths

- Children are confident and demonstrate a strong sense of self-esteem. They form warm and caring relationships with the friendly and attentive staff.
- Staff know the children well. They use this knowledge to provide activities and resources that stimulate children's interest and promote their learning.
- Staff recognise the importance of working in partnership with parents. They use a wide range of ways to keep parents informed of their children's ongoing progress.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure all staff obtain knowledge of the 'Prevent' duty guidance to protect children who may be at risk of extremist ideas and behaviour	06/07/2018
■ strengthen supervision to effectively target any gaps in staff's knowledge and skills, and ensure they receive the support, training and coaching they need to carry out their roles and responsibilities effectively.	12/07/2018

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

- focus more precisely on identifying children's individual next steps in learning, to help them make even greater progress
- improve the effectiveness of self-evaluation to identify and address weaknesses and raise the quality of the provision.

## 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 completed a joint evaluation of an activity with the deputy manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from documents provided for the inspection.

## Inspector

Linda Newcombe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The systems in place to monitor staff's knowledge and skills are not rigorous enough. The manager has failed to identify that some staff have limited knowledge of wider safeguarding matters. Some staff lack knowledge of the 'Prevent' duty guidance to protect children who may be at risk of extremist ideas and behaviour. However, children are not at significant risk. Staff do have a suitable knowledge of the main indicators of abuse and a sufficient understanding of the procedures to follow should they need to report a concern about a child or a member of staff. Safeguarding is effective. Appropriate procedures for recruitment and checking of staff's ongoing suitability are in place. Daily risk assessments help staff to ensure that any potential hazards are identified and the premises are kept secure. The manager demonstrates commitment to making the necessary improvements to improve practice and raise the overall quality of the setting.

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

Staff are well qualified and teaching is good. They regularly observe children's learning and monitor their achievements. Staff engage children in play and challenge their thinking. Children enjoy daily experiences to promote their physical activity. They spend time outside having fun playing with bubbles and planting seeds. Older children manipulate dough to strengthen the muscles in their hands and fingers to assist their development of early writing skills. Babies delight in sensory exploration. They show determination as they skilfully spoon rice and pasta into small pots. Older children confidently initiate conversations with visitors and ask probing questions. Transitions to school are well supported. Staff share information with teachers to help continuity in children's learning.

### Personal development, behaviour and welfare are good

Staff value and respect children as individuals. They act as positive role models and provide children with lots of praise and encouragement. Children behave well. They are kind, considerate and caring towards the staff and each other. Children learn about healthy lifestyles. They adopt good hygiene routines and are encouraged to become independent in their self-care skills. Children enjoy freshly prepared nutritious meals and snacks. All children feed themselves and use cutlery skilfully. Older children pour their own drinks and serve themselves at mealtimes. For example, they use knives to butter crackers at snack time.

### Outcomes for children are good

All children make good progress and gain the necessary skills they need for their next stage in learning or the move on to school. Children are confident and motivated learners. They develop good language and communication skills. Older children recognise familiar letters and develop a good knowledge of corresponding letter sounds. Babies and younger children enjoy joining in with the actions to familiar songs and rhymes.

## Setting details

<b>Unique reference number</b>	203835
<b>Local authority</b>	Essex
<b>Inspection number</b>	1127352
<b>Type of provision</b>	Full-time 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>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Oakdin Montessori Kindergarten Limited
<b>Registered person unique reference number</b>	RP908312
<b>Date of previous inspection</b>	8 December 2015
<b>Telephone number</b>	01277 633055

OakDin Montessori Kindergarten Ltd registered in 1993. The kindergarten employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The kindergarten opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am to 1pm, 1pm to 7pm and 7am to 7pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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