

# Seedlings Montessori Preschool

227 Poverest Road, Petts Wood, Orpington, Kent, BR5 1RD



<b>Inspection date</b>	28 June 2018
Previous inspection date	17 July 2017

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- The committee and the manager have successfully addressed the action and recommendations raised at the last inspection. For example, they have reported all the necessary information needed to determine the suitability of all committee members.
- Children are keen to learn and engage enthusiastically in activities. For example, children eagerly identify different countries on the globe and consider if the weather is hot or cold.
- Parents unreservedly praise the provision. They highly compliment the friendly and welcoming staff. They like the individual care and attention their children receive.
- Managers effectively evaluate the provision. They have improved their procedures to assess the effectiveness of key staff and the work of external agencies.

### It is not yet outstanding because:

- Staff do not always provide the precise guidance children need during activities to enable them to make even better progress in their scientific understanding.
- Staff do not always encourage children enough during adult-led activities to show what they already know and can do for them to make the best possible progress.

## 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 more precise guidance to help them make better progress in their scientific understanding
- improve opportunities for children to show what they already know and can do during adult-led activities so that they make the best possible progress in their learning and development.

### Inspection activities

- The inspector toured the premises and carried out a joint observation with the manager. The inspector discussed self-evaluation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector spoke to members of staff and children. The inspector held meetings with the manager, staff and members of the management committee.
- The inspector looked at children's records, planning documents and evidence of the suitability of staff working in the provision. The inspector looked at a range of other documentation, including policies and procedures.

### Inspector

Victoria Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager encourages staff to access training which meets their individual needs and the needs of the setting. She is effective in regularly reviewing staff's performance to ensure children continue to make progress. Staff receive valuable feedback from observations and appraisals. This helps them to reflect meaningfully on their practice and to continuously improve their good teaching. Safeguarding is effective. Staff have good knowledge of child protection matters and this helps to ensure children are kept safe. Staff know when and how to involve the correct agencies to report any welfare concerns. Thorough recruitment processes are in place and this ensures staff are suitable to work with children. Staff carry out daily risk assessments and this helps to ensure children's safety.

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

Staff understand what is needed to facilitate improved outcomes for children. They efficiently monitor and track children's progress and this enables them to swiftly plan to close gaps in their learning. Children make well-informed choices as they confidently move around the room. For example, children choose from a good range of activities to support their early reading, writing and mathematical skills. Staff use well-considered methods to enhance children's language. They give children thinking time to answer questions and opportunities to discuss their favourite stories, predicting what may happen next. Staff listen intently when children excitedly share aspects of their home life. They use exciting opportunities to inspire children to enjoy their learning. For example, children enjoy 'walking the line', and showing good concentration and control as they practise for sports day.

### Personal development, behaviour and welfare are good

Children benefit from being in a nurturing environment, which helps to support their good behaviour. Children show a high level of independence, freely selecting the resources they wish to play with. Staff provide children with positive praise and encouragement, which helps to promote high confidence and strong self-esteem. Children enjoy each other's company. For example, they happily discuss the similarities and differences of their skin colours as they eat their snacks. Children have good opportunities for physical development. For example, they enjoy practising their football skills and carrying out a sequence of actions before kicking their ball into the net to score a goal.

### Outcomes for children are good

Children confidently make decisions about their learning when they independently build a flying machine with construction materials. They make good progress in their early reading and writing skills, and correctly select their names to self-register. Older children accurately write their names on their work unaided. Children acquire skills, knowledge and positive attitudes towards learning that prepare them well for school.

## Setting details

<b>Unique reference number</b>	EY235081
<b>Local authority</b>	Bromley
<b>Inspection number</b>	1109586
<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>	26
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	The Evangelical Lutheran Church of England Committee
<b>Registered person unique reference number</b>	RP901761
<b>Date of previous inspection</b>	17 July 2017
<b>Telephone number</b>	01689 608512 822340

Seedlings Montessori Preschool registered in 2002. The pre-school is open Monday to Friday, from 9.30am to 1pm, during term time only. There are eight staff, seven of whom hold appropriate early years qualifications at level 4 and above. This includes a member of staff who holds qualified teacher status. One staff is unqualified. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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