

Beckenham Montessori Pre-School



United Reformed Church Hall, Oakhill Road, Beckenham BR3 6NQ

Inspection date	8 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- The manager is committed to developing the pre-school continually and provides a caring and good-quality learning environment for children. She listens to the views of parents and staff to develop clear and achievable improvements. Children achieve positive outcomes.
- Partnerships with parents and professionals are a key strength of the pre-school. The manager and staff keep parents well informed about their child's learning and development. Parents are extremely complimentary about the service provided.
- Staff interact well with children and support them effectively as they play. They use their knowledge and observations well to assess and plan a range of interesting activities that helps children to make good progress in their learning.
- Staff are warm and welcoming with the children. They are effective in supporting children's strong emotional attachments. This helps children to settle well and become ready to learn. Children's behaviour is good.

It is not yet outstanding because:

- At times, staff do not make the most of opportunities to use questions to extend children's ability to think and express their views, to help enhance their speaking skills even more.
- Staff do not organise some activities consistently well, particularly to help those children who are more reserved than others, to help build on their confidence and extend their learning to an even higher level.

What the setting needs to do to improve further

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

- use questions more skilfully to help enhance children's thinking and speaking skills to an even greater level
- develop the awareness and skills of all staff so they use a wider range of teaching methods to support all children, including those who are more reserved, to gain the most from the activities provided.

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 observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with children and staff throughout the inspection.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what action to take if they are concerned about the welfare of a child in their care. They demonstrate a good understanding of child protection issues. Staff supervise children very well to help ensure they are safe. They complete rigorous risk assessments to ensure all potential hazards to children are quickly identified and minimised. The manager monitors successfully the practice of staff. She supports them effectively to access training and gain further knowledge, which benefit outcomes for children. The manager monitors thoroughly the progress of individual and groups of children. She identifies any gaps in learning quickly and targets support to help them catch up. Children make good progress from their starting points.

Quality of teaching, learning and assessment is good

Staff provide an interesting environment where children happily play and enjoy their learning. They plan a variety of high-quality experiences through a balance of adult-led and child-led learning. For example, staff provide a range of materials and encourage children to design eagerly, such as to make pictures of fireworks and models of candle holders. Staff join in and give skilled support to help extend children's understanding and learning. They provide guidance and praise, while supporting children's counting and understanding of numbers. Staff provide good opportunities for younger children to become engrossed in imaginative play. For instance, children happily play with dolls, pots, and pans in the role-play area. Staff support children's early reading and writing skills well. For example, children join in mark making, identifying letters and learning the sounds they represent. Staff read stories to the children, which helps encourage their listening and attention skills well.

Personal development, behaviour and welfare are good

Staff support children in learning to appreciate the needs of others and offer explanations to help them understand boundaries. For example, they talk about different emotions and draw pictures for children to see. Staff form positive bonds with children and help them feel safe. They help children develop an understanding of danger and how to keep themselves and others safe. For example, staff help children to understand how to use equipment safely outside. Staff help children learn to manage their self-care needs independently. Outdoor play is a regular feature of children's daily routines. During snack time, staff provide a healthy choice of freshly prepared fruit, vegetables, and crackers. Children's individual nutritional needs are catered for very well.

Outcomes for children are good

Children choose competently where and what they want to play with. They freely explore their environment and develop strong physical skills. Children's early writing skills are emerging well as they learn to experiment with marks. They use mathematical language effectively as they play, for example, 'before' and 'after'. They are beginning to count and learn about amounts. Children learn about different cultural festivals and develop knowledge of the wider world. They learn to be respectful and share. All children are developing the skills they need for the future and their eventual move to school.

Setting details

Unique reference number	EY542688
Local authority	Bromley
Inspection number	10082314
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	45
Number of children on roll	51
Name of registered person	Beckenham Montessori Pre-School Limited
Registered person unique reference number	RP542687
Date of previous inspection	Not applicable
Telephone number	0208 650 0110

Beckenham Montessori Pre-School registered in 2017 and is situated in Beckenham, in the London Borough of Bromley. The pre-school is open from 8.30am to 9am for a breakfast club on Monday to Friday. The main sessions run from 9am to 12.30pm on weekdays, extending to 1.15pm for children staying for lunch club. The pre-school offers afternoon sessions Monday to Thursday 12.30pm until 3pm, during term time only. It receives funding for free early education to children aged two, three and four years. There are 15 staff. Of these, one holds a childcare qualification at level 6, eight hold early years qualifications at levels 3 and 4, and six staff are unqualified.

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