

Fledglings Montessori Pre-School Group

The Friends Meeting House, 46 Ravensbourne Road, BROMLEY BR1 1HP



Inspection date	12 November 2018
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 experienced manager supports her staff team very well. Staff are well organised and work well as a team. All staff have high expectations of the children in their care and are passionate about improving their outcomes.
- Staff support children's early literacy skills very well. For instance, children are excited to listen to their favourite stories. They eagerly help staff collect each character from their story box to act out the pages of the book.
- Children are confident, happy and demonstrate that they feel safe and secure. They build strong relationships with staff and their friends.
- Parent partnerships are strong, overall. Parents have constant access to their children's developmental records and meet with staff regularly to share children's next steps in learning.
- All children make good progress in their learning and development. Children who have special educational needs and/or disabilities and those who are learning English as an additional language are well supported.

It is not yet outstanding because:

- Although staff gather information from parents about children when they first start, they do not consistently gather enough information about their children's starting points to help them plan more effectively for their learning from the outset.
- Sometimes, staff miss opportunities to build on children knowledge of people's similarities and differences and do not fully extend their knowledge of other cultures and the wider community.

What the setting needs to do to improve further

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

- gather more information from parents about children's starting points to help plan even more effectively for their learning as soon as they start
- increase opportunities for children to learn more about people's similarities and differences that help teach them about people in the wider world.

Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies; staff records; and self-evaluation, recruitment and training, and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The manager carefully evaluates the quality of the pre-school. She regularly meets with the staff to identify their training needs and to support their ongoing professional knowledge. She attends local information sessions to ensure that her understanding of statutory requirements is up to date. Safeguarding is effective. Staff talk confidently about the signs and symptoms of abuse and the steps they should take if they have a concern about a child's safety or well-being. The manager has developed secure systems for recruitment, induction and ongoing training. All staff continually update their statutory training in child protection and first aid. Procedures for dealing with accidents and maintaining the safety of the pre-school are robust. Parents are very complimentary about the pre-school. They comment on the good progress that their children make and how excited they are to attend each morning.

Quality of teaching, learning and assessment is good

The pre-school staff have developed an effective key-person system and staff know their families very well. Teaching is good and staff plan exciting opportunities to motivate children to reach the next steps in their learning. Children are encouraged to explore their own interests and are excited to share their achievements with the staff. Children enjoy solving problems and tackle challenges in activities. For instance, they persevere for sustained periods as they pick up toy spiders using large tweezers and move them through string webs to transfer them into pots. Children develop control of their bodies very well. For example, they delight in carefully pouring water between small jugs without spilling a drop and separating lentils into small containers to explore concepts of 'more' and 'less'.

Personal development, behaviour and welfare are good

Children's behaviour is very good. There is a positive atmosphere throughout the pre-school. Staff ensure that children understand the rules and routines very well. For instance, children sing songs about looking and listening that help them to explore the activities available. Children display strong skills of cooperation, sharing and turn taking. For example, some children enjoy working together to fill the spaceship before counting down to blast off. Others eagerly narrate their own stories as they race cars made of play dough. Staff encourage all children to develop self-care skills. For instance, all children enjoy using tongs to pick up fruit, pour their own drinks and tidy up once they finish their snack. All children put their toys away when they have finished playing.

Outcomes for children are good

All children confidently move around the pre-school and are enthusiastic about their play and learning. They are motivated to develop the skills needed to prepare them for school. For instance, children enjoy self-registering when they arrive at the pre-school and practise counting as they thread beads and cotton reels onto strings. They learn to recognise and sound out letters as they complete puzzles about the alphabet.

Setting details

Unique reference number	137297
Local authority	Bromley
Inspection number	10061910
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	28
Name of registered person	Mahony, Brigid Catherine
Registered person unique reference number	RP511617
Date of previous inspection	13 April 2016
Telephone number	07803 310 849

Fledglings Montessori Pre-School Group registered in 1991 and is located in the London Borough of Bromley. The pre-school employs five members of staff and all hold an appropriate early years qualification. It opens from 9.15am until 12.30pm each morning and from 12.30pm to 3.45pm on Monday, Tuesday and Wednesday, term time only. The pre-school provides free early education for children aged three and four years. It follows the Montessori philosophy of education.

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