

OakDin Montessori Kindergarten Ltd

67 Perry Street, Billericay, Essex CM12 0NA



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| Inspection date | 8 March 2019 |
| Previous inspection date | 15 June 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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

This provision is good

- Significant improvements have been made since the last inspection. Staff have completed a variety of training courses and have developed their knowledge of wider safeguarding issues.
- The quality of teaching is good. The key persons know the children well and provide a wide range of activities linked to their abilities and individual interests. Children make good progress and develop the skills they need for future learning.
- Children are curious and eager to explore. They relish playing outdoors in the fresh air. Children develop their coordination and physical skills using bicycles and wheeled toys. They experiment and investigate the properties of sand or compost as they play in the garden.
- Children's communication skills are developing well, including those who speak English as an additional language. They enthusiastically learn new songs, ask questions about stories and speak animatedly about their activities with staff and visitors.
- Staff work closely with other early years professionals, local schools and outside agencies to ensure that every child gets the support they need.
- Although partnerships with parents are good, staff are not always successfully obtaining information from all parents about their children's starting points and achievements at home.
- Children are beginning to share and take turns as they play. However, staff are not always using highly successful strategies to encourage children to manage their own feelings and help them to relate well to others.

What the setting needs to do to improve further

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

- extend the information gathered from all parents about their children's skills and abilities and enhance planning of activities and experiences from when children first start
- explore new ways to encourage all children to manage their own feelings and help them to relate well to others.

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 carried out a joint observation with the deputy manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, action plans, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the kindergarten.

Inspector

Pat Champion

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are vigilant in ensuring that children are closely supervised and play in a safe and secure environment. Thorough risk assessments of all the areas used, indoors and outdoors, are carried out and reviewed daily. Staff have a good awareness of how to identify and report concerns regarding the welfare of a child. They have also developed their knowledge of the steps to take if a child is at risk of being exposed to extreme views and behaviour. The manager is now using a variety of methods to efficiently supervise, train and mentor staff, to support their continued professional development. Well-targeted development plans are implemented to benefit children's care and learning and to improve the quality of the resources and premises. Parents become involved in decision making on key matters when they respond to surveys. They speak very positively and give praise for the staff and quality of teaching.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the early years foundation stage and the Montessori educational philosophy. They understand the benefit of high-quality practical learning opportunities to support children's development. For example, children investigate and find out how things grow when they plant runner beans. They observe changes and weigh ingredients during cooking activities. Staff interact well. They help children to think and talk about what they are doing and how to solve problems. Staff are patient and aim questions at each child's level of understanding. Children talk about items linked to letter sounds and repeat new words staff say during conversations. Staff make regular assessments of children's achievements. This information is used well to plan further activities that build on what children already know and can do.

Personal development, behaviour and welfare are good

Staff successfully promote children's independence skills and encourage them to manage their personal care needs. Children learn routine hygiene procedures and talk about the importance of eating food that is good for them. Meals and snacks are healthy and nutritious. Children learn about responsible behaviour. They are encouraged to use good manners and take care of the books and toys. Children take part in activities to learn about diversity in the community and mark events in the cultural and religious calendar.

Outcomes for children are good

Children are developing the skills that help prepare them for their eventual move on to school. They are happy, keen to learn and show great pride in their accomplishments. Children enjoy making independent choices. They select their resources, pour their own drinks and choose their preference for snacks. Children speak confidently to staff and visitors. They demonstrate an increasing awareness of mathematical concepts. Children name simple shapes and sort graded blocks and cylinders by size. Older children confidently count and match items to the correct numeral in a number line.

Setting details

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| Unique reference number | 203835 |
| Local authority | Essex |
| Inspection number | 10085027 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 21 |
| Name of registered person | Oakdin Montessori Kindergarten Limited |
| Registered person unique reference number | RP908312 |
| Date of previous inspection | 15 June 2018 |
| Telephone number | 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 or above. It also employs an apprentice. The kindergarten opens from Monday to Friday all year round, except for bank holidays. Opening times are between 7am and 7pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

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