

Flying Start Montessori

Scout Association, Kecksys, Sawbridgeworth, Hertfordshire CM21 9DT



Inspection date	24 April 2019
Previous inspection date	Not applicable

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

This provision is good

- The manager reflects on the provision well. She works closely with staff to make changes that improve outcomes for children. For example, they have all recently worked together to introduce new planning systems.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. They complete specialist training and meet regularly with other professionals involved, such as speech therapists. This helps to increase their knowledge of how they can help all children to achieve their potential.
- Staff are very responsive to children's cues and interests. They observe them as they play and use skilful interactions to extend their learning even further.
- Children show high levels of involvement. They choose from a wide range of interesting and inviting activities and soon settle down to play. Groups of children chat excitedly to each other about what they are making in the construction area. Older children enjoy playing in the 'doctor's surgery' and discuss how they can make their friends feel better.
- Staff provide a calm learning environment. They play alongside the children and model good manners and politeness. Children frequently use 'please', 'thank you' and 'excuse me' appropriately. They express surprise that a bossy character in a book 'didn't even say thank you'.
- Parents speak highly of the staff team. They build strong working relationships with their child's key person and feel confident to ask for advice and ideas for learning at home.
- Although staff know the children well, they do not track their progress as consistently as possible to help them to clearly identify gaps in children's learning.
- The management team has not embedded systems to gather the views of parents to enable them to be fully involved in evaluating the service provided.

What the setting needs to do to improve further

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

- refine the ways in which children's progress is tracked in order to aid sharper identification of their learning needs
- develop ways to involve parents in sharing their feedback to support the evaluation of the service.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.

Inspector
Fiona Sapler

Inspection findings

Effectiveness of leadership and management is good

Staff are well supported by the management team. They have regular supervision and identify training to strengthen their teaching and professional development. For example, all staff learned, and use, sign language to improve communication with children. Safeguarding is effective. The provider follows safe recruitment guidelines and takes measures to manage staff's ongoing suitability. Staff are knowledgeable about the signs and symptoms that may indicate a child is at risk of harm and know how to report any child protection concerns. Additional funding is used creatively to support children's individual needs and has had a positive impact on children's outcomes by, for example, improving attendance. There are strong partnerships with local schools. This contributes to smooth transitions for all children.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently strong. Staff listen carefully to the children and relate activities to their personal experiences. For example, during a floating and sinking activity, children excitedly spoke about their own bath toys and how they also float and can blow bubbles. Staff use interesting words that help children to build their vocabulary. For instance, they introduce 'smudge' and 'smear' when water spoils the writing on their paper. Children are encouraged to work things out for themselves when, for example, a member of staff asks them to decide if there is any more space at the snack table. A group of children watch the pet snail intently and are prompted by the member of staff to see whether there are any signs that the snail has had his breakfast. Children develop a love of books and a fondness for reading. They choose their favourite books and staff read to them animatedly, encouraging the children to help tell the story.

Personal development, behaviour and welfare are good

Children have free access to the garden throughout most of the session. They have many opportunities to develop a wide range of physical skills outdoors. For example, they pedal around on the bicycles, push the wheelbarrows, and pour and stir stones as they 'cook' in the mud kitchen. Children are very independent. They competently select and display their name cards to show they have eaten snack. They enjoy washing up their own cups and plates and go to the self-help station to find a tissue if they need it. Children's well-being is promoted well. They talk openly about what makes them scared or happy and are encouraged to express their feelings. Children are motivated to learn and eager to have a go at new ways of doing things. For example, they bang golf tees into a watermelon and see what happens when they push them out from the other side.

Outcomes for children are good

All children, including those with SEND, make good progress in their learning and development. They learn skills that prepare them well for their eventual move to school. Children practise their early writing skills when, for example, they make appointments in a diary at the 'surgery'. They understand how to care for their environment. Children tidy the toys away when they have finished playing and get some paper towels to clean up spills. They develop their mathematical understanding of matching, counting and sorting when they are involved in activities such as creating a 'shape robot'.

Setting details

Unique reference number	2496888
Local authority	Hertfordshire
Inspection number	10102418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	40
Name of registered person	Flying Start Limited
Registered person unique reference number	RP557780
Date of previous inspection	Not applicable
Telephone number	07734319656

Flying Start Montessori registered in its current premises in 2018. The setting employs six members of childcare staff. Of these, most hold an early years qualification at level 3 and above, including the manager who holds a relevant qualification at level 4 and the deputy manager who holds a relevant qualification at level 6. The setting opens from Monday to Friday during school term time. Sessions are from 9am to 3.30pm from Monday to Wednesday and from 8.30am to 11.30am on Thursday and Friday. The setting provides funded early education for two-, three- and four-year-old children.

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