

Englefield Green Montessori School

Bishopsgate Evangelical Church, Kings Lane, Englefield Green, EGHAM,
Surrey TW20 0UE



Inspection date	25 April 2019
Previous inspection date	5 February 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

This provision is good

- The manager uses her early years teacher status effectively to continue to raise the quality of her staff's knowledge and practice. For example, additional training in supporting children with special educational needs and/or disabilities is helping staff to close gaps in children's learning.
- Staff know the children in their care very well. They make and share thorough assessments of children's achievements with parents, carers and any other professionals who care for them. Together they agree the next steps in children's learning and how they can help children to achieve them. Children make good progress in their learning.
- Children thoroughly enjoy playing outdoors, where they pretend to sell ice creams, 'cook' creatively in the mud kitchen, and put out imaginary barbecue fires. However, they cannot easily access the tools they need to 'write' such things as ice cream prices, party invitations or warning signs.
- Staff skilfully promote children's understanding of how to keep healthy, safe and fit. Children learn how to assess small risks and use the outdoor climbing wall safely.
- Staff take the children on walks in the countryside. Children notice small details about the world around them. For example, they recognise the different shapes of leaves falling from the trees and appreciate the smell of different herbs they grow in the garden.
- Children know how to operate a range of increasingly complex technology well. However, the manager has not thought through how staff introduce children to computer safety and she has not shared guidance with parents.

What the setting needs to do to improve further

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

- enable children to easily access the tools they need to practise 'writing' for a purpose
- share practical ideas for guiding children's use of computer technology with staff and parents to further enhance continuity in children's care and learning.

Inspection activities

- The inspector talked to parents and carers at the beginning of the session to gather their views on the school and their children's progress.
- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector listened to and talked with children as they played and she reviewed how well staff monitor and extend children's achievements.
- The inspector sampled policies and spoke to staff to gauge their understanding of safeguarding arrangements and how they promote children's welfare.
- The inspector undertook a joint observation with the manager and asked how staff's training improved outcomes for children.
- The inspector looked at a range of documentation, including information on staff's recruitment, suitability checks and training, and discussed plans for further improvement with the manager.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager checks that staff follow through daily risk assessments, policies and procedures to safeguard children. Staff have a secure understanding of child protection issues, which the manager continues to expand with ongoing training. The manager carefully evaluates all aspects of the school and astutely plans for improvement, taking account of the views of parents, children and staff. For example, children explore, investigate, create and construct in well-designed play areas with very professional staff. The manager monitors the progress that individual children make across all areas of their learning. She uses this information promptly to build on children's strengths and address any gaps in teaching or delays in children's development. The manager checks the progress of specific groups of children, such as boys and girls, two-year-olds or children who are learning to speak more than one language. This helps her to target any specific areas that require further attention.

Quality of teaching, learning and assessment is good

Experienced and well-qualified staff make informed observations of children's interests and learning. They give children time to think through activities, experiment and solve problems for themselves. Children are highly motivated to persist with activities. For example, children work out how to fit different sizes of cogs together on a magnetic board. They gain immense satisfaction from switching on a battery-operated cog and seeing their whole design move at the same time. Staff skilfully use children's achievements to extend their confidence and social skills. For instance, they encourage children to take a photograph of the moment to share with others. Their enthusiasm draws the attention of other children who eagerly want to find out more, giving children the confidence to tell them about what they have discovered.

Personal development, behaviour and welfare are good

Staff make good use of children's play to help them think about how to keep themselves safe. For instance, as children pretend to cook and use a toy barbecue outside, staff talk to them about fire safety rules. Children learn to call 999 and quickly choose firefighters' hats and safety jackets from a nearby dressing-up box. Staff extend children's imaginary play by helping them to unwind a hose pipe. Children learn how to work as a team to 'put out the flames'. Staff have high expectations for children's behaviour and model different ways that children can cooperate, be helpful and show respect for each other. This is evident in how attentively children listen to each other as they share their news.

Outcomes for children are good

Children make consistently good progress and are well prepared for their next stage in learning. Young children settle quickly, secure in the presence of caring and responsive staff. Children learning more than one language catch up with their age group, ready for other activities such as starting school. Children whose speech is a little unclear become confident communicators and clearer speakers, due to a range of effective strategies, such as hearing clearly spoken language and receiving further support from staff who follow the guidance of speech and language therapists. Children develop good skills in mathematics and show an interest in learning that helps to prepare them well for life.

Setting details

Unique reference number	EY405491
Local authority	Surrey
Inspection number	10074416
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	22
Number of children on roll	40
Name of registered person	Grewal, Soniadip Kaur
Registered person unique reference number	RP514388
Date of previous inspection	5 February 2016
Telephone number	01784 472668

Englefield Green Montessori School registered in 2009. The school is located in Egham, Surrey. It operates each weekday from 9am to 3.30pm, during term times only. The school is in receipt of funding for the provision of free early years education for children age three and four years. There are five members of staff, three of whom hold relevant childcare qualifications at level 3 and one at level 4. The manager holds early years professional status. The school follows the Montessori philosophy.

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