

Inspection of Rushmore House Montessori Preschool

Pratts Bottom Free Church (formerly), Rushmore Hill, Pratts Bottom, Orpington,
Kent BR6 7NQ

Inspection date: 12 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children build positive relationships with their key person. The key person knows their key children very well. They gain information from parents when children first start attending to promote a consistent approach. Staff quickly respond to children who find it difficult to settle. They are sensitive, reassuring and caring, ensuring children's emotional needs are met. Children have a strong sense of identity. For example, they keenly look in a mirror to draw a self-portrait and excitedly recognise their photo. Staff successfully use observations to help them plan a curriculum around what children know and can do, and what they intend children to learn next. All children make good progress and achieve well, particularly children with special educational needs and/or disabilities (SEND).

Children are happy, extremely motivated and tremendously keen to join in. They keep trying and enjoy achieving what they set out to do. For example, children concentrate as they make necklaces from pasta shapes. They proudly show the inspector their efforts. Children are exceptionally well behaved and show excellent manners. For example, children put activities away before they choose another, push their chairs in and keenly help to tidy away when they hear the sound of classical music. Children are emotionally secure and feel safe.

What does the early years setting do well and what does it need to do better?

- The highly qualified staff use their knowledge and understanding of Montessori teaching and the early years foundation stage curriculum to help them implement a challenging and enjoyable time for all children, overall. This means all children, including children with SEND, are well prepared for the next stages of their learning.
- Overall, children enjoy a wide range of exciting and meaningful experiences across all areas of learning to meet their individual needs. However staff on occasion miss the good opportunities to maximise children's learning particularly during busy periods, such as transition times. Children are extremely motivated and show high levels of curiosity and enjoyment throughout most of the day.
- Children benefit from many opportunities intended to help them engage for long periods of time. For example, children concentrate and keep trying as they firmly hold tweezers to pick up conkers and correctly use toy drills to fasten tiny nuts and bolts.
- Staff successfully promote children's attention and listening skills. Children listen closely and wait patiently to see 'what is in the box?' Staff effectively give children time to respond to questions they ask. Staff use words, such as 'rotate', to extend children's vocabulary well.
- Staff provide many opportunities to effectively support children's early mathematical skills. For example, staff help children to count shiny glass pebbles

and use mathematical language alongside their play.

- Children have ample opportunities for fresh air and physical exercise. They enthusiastically help staff sweep up autumn leaves and skilfully balance on a balancing beam. Children enthusiastically roll large tyres and balance trays and planks of wood. They have their own ideas and keenly choose different ways to do things. Children demonstrate positive attitudes in their play and learning.
- Overall, care practices are effective and contribute to children's good health and well-being. However on some occasions staff miss opportunities to consider how to make children feel secure at the highest level as they carry out routine care needs.
- Staff effectively promote children's independence and confidence. Children enthusiastically make independent play choices and eagerly put on their coats and wellington boots when they go outdoors. They skilfully cut fruit for snack, pour themselves a drink and confidently use the toilet and wash their hands.
- Systems for staff supervision successfully help to identify strengths and areas for improvement. Staff receive effective support and professional development opportunities to consistently improve their teaching, knowledge and skills.
- Effective partnerships with parents support children's learning well. The manager and staff understand the vital role parents play in supporting their children's learning. For example, parents use 'sound books' to help children recognise and sound-out letters at home. Parents say they are invited to meetings to help them understand how their children learn and make progress through Montessori teaching and the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate good knowledge of their safeguarding responsibilities. They regularly attend safeguarding training to develop their knowledge further. The manager and staff understand their role to protect children from extreme views and beliefs. They clearly explain the local procedures to follow if they have a concern about a child's safety. The premises are secure and staff carry out daily checks of the environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- strengthen even further the organisation of the transition between some routines to maximise opportunities for purposeful play and learning
- strengthen the already good care practices to help children feel consistently secure as their needs are met.

Setting details

Unique reference number	EY469875
Local authority	Bromley
Inspection number	10128534
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	45
Name of registered person	Natural Learners Limited
Registered person unique reference number	RP902739
Telephone number	01689 856066
Date of previous inspection	15 April 2015

Information about this early years setting

Rushmore House Montessori Preschool is one of two privately owned settings. The pre-school is located in Pratts Bottom, Kent. It is open each weekday from 8am to 4pm during term time. There are eight members of staff. All hold relevant early years qualifications, including one member of staff who has early years teacher status. The pre-school operates in line with the Montessori educational philosophy. It receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A joint observation was carried out by the inspector and manager to evaluate the quality of teaching and learning.
- The inspector and leader completed a learning walk across all areas of the provision to understand how the leaders and staff organise the curriculum and environment.
- A meeting was held between the inspector and the manager to discuss arrangements for self-evaluation, recruitment and staff's suitability.
- The inspector spoke to staff and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including public liability insurance, the safeguarding policy and procedures, and paediatric first-aid qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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