

# Inspection of Fern Hill Montessori

Farnborough Sports Club, Farrow Fields, High Street, Farnborough, ORPINGTON,  
Kent BR6 7BA

---

Inspection date: 7 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children show that they enjoy pre-school and are keen to share what they have experienced during their time away. Each child receives a very warm and personalised welcome when they arrive with their parent or carer. Children receive effective support from key persons and their emotional needs are very well met. This helps those who are new to the pre-school to rapidly settle in, including those who find it particularly difficult to separate from their parents. Some children who speak English as an additional language have fewer opportunities to recognise or use their home language as they play and learn. Nonetheless, all children acquire good English speaking skills. Children eagerly share news about important events, such as travelling to see family members. They acquire superb social skills, often helping each other and using excellent manners. Children benefit from challenging and exciting activities that address their individual learning and development needs well. For example, they listen and follow instructions well during physical activity sessions that help them to practise balance and coordination skills. Children demonstrate that they feel happy and secure. They receive very good support to develop the skills they need for future learning.

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

- Staff plan activities based on what know and can do. For example, they introduce play opportunities based on children's recent holiday experiences. They extend children's learning by watching videos about airports and planes taking off and landing. Staff go on to support children's curiosity about the impact of wheels on tarmac and why planes go bump when they land. This helps to develop children's thinking skills.
- Generally, staff use the wide range of information they gather about children very effectively and know children well. Staff promote a shared approach to children's personal care and engage parents well in their child's learning. Parents speak highly of the commitment of staff and their caring approach.
- Children demonstrate very close relationships with others. For example, they help friends as they dress up, and hug and hold hands as they play together. Boys show affection by making special necklaces for key persons. Children develop exceptional social skills and behave very well.
- Staff help children to learn about other cultures and communities. They use a range of resources and activities to help children learn about those who are different from them. Opportunities for children who speak English as an additional language to use their home language are less well developed.
- Children's independence is well supported during daily routines. Children help to prepare fruits and learn good hygiene habits as they wash and dry their hands. They develop the self-care skills they will need for school.
- Children's literacy is supported well. For example, displayed road signs and

symbols help to support early reading. Girls strengthen small hand muscles they need for later writing, for example when they use screwdrivers.

- Children have good opportunities to exercise. They complete challenging physical tasks in enjoyable ways. For example, they giggle and laugh as they chase balloons.
- Staff manage children's health needs well. Routines such as snack and lunch arrangements are adjusted when needed. Staff work closely with parents to agree and implement personal care plans.
- Staff develop effective partnerships. The manager uses her links with nearby providers to share practice issues and ideas. Meetings with teaching staff help to provide information about the learning needs of children as they move on to school. This helps to support continuity of children's care and learning.
- Accurate assessments of learning help staff to identify and address potential gaps in learning at an early stage. The manager and special educational needs coordinator work closely with parents and other professionals to seek additional support when children need it. Additional funding is carefully focused on improving outcomes for targeted groups of children.
- Children benefit from being in the care of supportive staff and use the accessible resources well. Although staff complete some training to enhance their teaching and assessment skills, self-evaluation does not fully consider their professional development needs.

## Safeguarding

The arrangements for safeguarding are effective.

The manager implements procedures effectively to help keep children safe and secure in the shared building. Staff know what action to take if concerned about a child, or the behaviour of a colleague. The manager maintains accurate records of children's arrival and departure times. Staff manage risks effectively and help children to understand how to keep themselves safe as they play. They share information about children's personal care and health needs. Accident and medication procedures are implemented appropriately. The manager implements safer recruitment guidance and checks the ongoing suitability of staff and regular visiting teachers.

## What does the setting need to do to improve?

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

- strengthen opportunities for children to recognise, use or share their home language
- enhance arrangements for reviewing the knowledge, skills and professional development of staff as part of the self-evaluation process.

## Setting details

<b>Unique reference number</b>	EY470567
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10128536
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Fern Hill Montessori Ltd
<b>Registered person unique reference number</b>	RP535311
<b>Telephone number</b>	07704 259 794
<b>Date of previous inspection</b>	26 September 2014

## Information about this early years setting

Fern Hill Montessori registered in 2014 and operates from the hall of Farnborough Sports Club in the London Borough of Bromley. The pre-school is open from 9am to 3pm Monday to Thursday, and from 9am to 12.30pm on Friday, during term time only. Seven members of staff work with children. Five staff, including the manager and a qualified teacher, hold qualifications at level 3 and above. The pre-school receives funding for the free early education of children aged two, three and four years.

## Information about this inspection

### Inspector

Kareen Jacobs

## Inspection activities

- The inspector observed the quality of activities and interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector discussed with the manager how the learning environment helps to support children's development, inside and outdoors.
- Documentation was reviewed, including children's information and learning records, evidence of staff professional development and evidence of the suitability of all adults working with children.
- The views of parents, including verbal feedback and written testimonies, were considered as part of the inspection.
- Discussions were held with staff and children at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020