

# Inspection of BarleyMont Fairlop Montessori Nursery

Jean Brown Indoor Arena, Redbridge Sports and Leisure Centre, Forest Road,  
Barkingside, Essex IG6 3HD

---

Inspection date: 17 January 2020

---

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

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children settle well and they enjoy their time at the nursery. Children are emotionally secure and they form close bonds and attachments to their key person. Older children show high levels of independence as they manage small tasks, such as putting on their coat, feeding themselves and using the toilet on their own. Younger children are active and they eagerly explore the resources easily accessible to them. They happily move between activities, handling the items purposefully and successfully. Children learn to do different movements with their body and they display good coordination. Older children develop their literacy skills well. They demonstrate a love for story time and they practise writing and recognising letters. Children learn to express their needs and interests effectively. For example, younger children confidently use body language, babble and make sounds. They begin to use simple words. Older children confidently talk about their play with others and they retell some past events. Staff miss some opportunities to support children to become independent thinkers and to strengthen their understanding further. Overall, staff have high expectations of children's behaviour and they highlight when children behave well. However, they do not consistently support children to know when their behaviour is unacceptable.

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

- Staff plan a broad and stimulating range of opportunities that support children effectively to use their imaginations and to help motivate them to explore and experiment. Staff work closely with other professionals to set targets and to support children with special educational needs. Children make good progress with their development in relation to their starting points. They acquire the skills required to move on to the next stages in their learning.
- Older children develop their literacy skills effectively. For example, they show keen interest when listening to stories and sing along to familiar nursery rhymes. They willingly take part in mark-making activities. Children learn to recognise and write letters well, and they proudly show staff their writing books.
- Older children have good opportunities to develop their mathematical skills. For instance, they learn to count and recognise the sizes of different items during their play. They explore with shapes and learn to identify them successfully.
- Younger children enjoy exploring and learning from a wide range of sensory materials. They feel the texture of different materials and they copy different sounds. Staff skilfully interact with them to help extend their learning. For example, they use single words and short sentences for younger children to hear and repeat. This helps them to talk about what they are doing and to increase their vocabulary.
- Staff support children to develop a healthy lifestyle. They provide regular outdoor physical activities for them to develop their balance and coordination.

Staff provide healthy food for children to eat, they encourage them to wash their hands at appropriate times and they apply good hygiene practice when handling food.

- Parents provide complimentary feedback about the nursery. They appreciate the ongoing support and opportunities for their children to learn and they feel their children are safe and happy. Parents receive regular feedback about their children's learning and what children need to learn next for them to extend their development at home.
- The manager ensures staff benefit from regular supervision meetings and professional development opportunities to enhance their knowledge and skills. She works closely with the team to evaluate the provision and to address previous actions and recommendations.
- Although staff model positive behaviour for children to learn and they offer praise when children behave well, staff sometimes miss opportunities to help children to understand how their actions make other children feel.
- At times, staff miss some opportunities to challenge and extend older children's understanding and thinking skills further. For example, they do not use open-ended questions well enough to help children to become independent thinkers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures all staff attend safeguarding training and they are familiar with the nursery's safeguarding policies and procedures. Staff have a secure understanding of the signs and symptoms of abuse, and they know how to identify children who may be at risk of being exposed to extreme views. Staff are familiar with the procedures to report any concerns and allegations to the relevant authorities. The provider has robust procedures in place to ensure relevant checks are completed and staff are suitable to work with children. The provider has reviewed the procedures for physical intervention to ensure staff handle children appropriately if they are at risk of hurting themselves and others.

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

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

- support children consistently to manage their feelings and to develop further a sense of right from wrong
- make better use of opportunities that arise during children's play to strengthen further older children's understanding and thinking skills.

## Setting details

<b>Unique reference number</b>	EY476111
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10075828
<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>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Pedagogy Auras UK Limited
<b>Registered person unique reference number</b>	RP902036
<b>Telephone number</b>	02085012673
<b>Date of previous inspection</b>	16 June 2016

## Information about this early years setting

BarleyMont Fairlop Montessori Nursery registered in 2014. It operates in Fairlop, in the London Borough of Redbridge. The nursery is in receipt of funding for the provision of free early education for children age two, three and four years. It operates on Monday to Friday from 7am to 7pm, throughout most of the year. The nursery employs 18 members of staff, including the manager. Of these, two hold early years qualifications at level 6, six hold early years qualifications at level 3 and three are qualified at level 2.

## Information about this inspection

### Inspector

Martina Mullings

## Inspection activities

- A learning walk was undertaken by the inspector with the manager to discuss the organisation, aims and rationale for activities in the provision.
- The inspector observed the quality of teaching in playrooms and the outside play area, and conducted joint observations with the manager.
- The inspector held discussions with staff about their roles, and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views during the inspection.
- The inspector checked relevant documentation, including staff recruitment records, paediatric first-aid training certificates and records of attendance.

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