

Inspection of Barley Lane Montessori Day Nursery

41 Barley Lane, Goodmayes, Essex IG3 8XE

Inspection date: 25 January 2022

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

The provision is good

Children are well cared for at this safe, warm and welcoming nursery. They arrive calmly and are confident to explore the interesting and age-appropriate activities that are set up for them. New babies and toddlers are supported well by their key person as they settle into the setting. Staff are caring, approachable and responsive to them. They spend time getting to know their key children and form positive bonds with them. Children's emotional well-being is supported well.

Leaders and staff have high expectations of what they want children to achieve, including those children with special educational needs and/or disabilities (SEND) or delays in their learning. Leaders are aware of the effects that the COVID-19 pandemic has had on children and are sensitive to this. They make children's development in their communication and social interactions a clear priority to help them achieve what they need for their future learning. Children have good opportunities to form positive relationships with their peers and develop their social skills well. For instance, they learn to share resources with others during activities and are confident to share their ideas with others in a group.

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

- Staff support children with SEND or children who have any delays in their learning well. They recognise any possible gaps in children's development and successfully plan activities to support their learning. Leaders and staff establish effective partnership working with other professionals. They seek advice from other agencies about additional ways in which they can support children who may need additional help and implement this accordingly.
- Staff form effective partnerships with parents. Parents receive regular updates about their children's development. For instance, they access information about their children's next steps in learning via an online app. Staff gather useful information about children when they start the setting and use this to support their individual needs. For example, staff ask parents about children's favourite rhymes and songs in their home language and play these in the setting. Children's differences are welcomed and valued, and they develop a sense of belonging.
- Children behave well. They listen to staff and follow instructions well. Staff successfully teach children how to behave. For example, they remind children of the 'golden rules' during routines. Children understand staff's expectations of their behaviour and follow these.
- Staff support children's communication skills well. Staff regularly sing songs and model language during activities. This helps children to develop their vocabulary and understand what words mean. Older children become confident talkers and can explain themselves clearly.

- Children develop their physical skills well and have good opportunities to be physically active to support their health and well-being. For instance, children use climbing equipment and large wooden blocks to climb on and balance. Children move with control and confidence. They eat balanced and nutritious meals and learn about healthy lifestyles.
- Overall, staff have a good understanding of what children need to learn next. They plan for children's development well. However, some staff are not specific enough about their intent for children's learning during activities. On occasions, they do not have a clear focus on the key skills that they want individual children to achieve in readiness for the next stage of their learning. Nonetheless, staff know their key children well and, overall, children make good levels of progress in all areas.
- Leaders provide good opportunities for staff to improve their understanding of their roles and responsibilities. Overall, they check on staff's professional development well. For instance, staff are given information and training videos to access via a staff's online app, to refresh and update their knowledge. Leaders check staff's development and understanding, such as through quizzes. However, the current procedures to monitor each individual member of staff's ongoing practice do not quickly recognise any emerging weaknesses in staff's teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their safeguarding responsibilities and how to maintain children's safety and welfare. The premises are safe and secure. Staff follow safety procedures well. For instance, they regularly assess risks in all areas children use and identify and remove any hazards. Leaders and staff know the signs that may indicate a child is at risk of possible harm. They know how to report their concerns about children and what to do if there is an allegation made about a member of staff. Staff are aware of broader safeguarding issues, such as the 'Prevent' duty guidance.

What does the setting need to do to improve?

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

- support all staff to focus on the precise skills they want each child to gain, to fully maximise children's learning opportunities
- develop existing processes to monitor staff's practice, to help swiftly recognise and address any areas that may need further support.

Setting details

Unique reference number	EY410007
Local authority	Redbridge
Inspection number	10197671
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	54
Name of registered person	Pedagogy Auras UK Limited
Registered person unique reference number	RP902036
Telephone number	0208 5995937
Date of previous inspection	2 February 2018

Information about this early years setting

Barley Lane Montessori Day Nursery registered in 2010. The nursery is open throughout the year from 7am to 7pm, Monday to Friday. The provider employs 14 staff, all of whom hold appropriate early years qualifications between levels 2 and 6. The setting provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The managers took the inspector on a learning walk and told her about what they want the children to learn at the nursery.
- The inspector and the managers completed joint observations of teaching activities to review the quality of education.
- The inspector engaged with children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the suitability of those working with children, such as their early years and first-aid qualifications.
- Parents provided feedback on their experiences of the nursery and the inspector took account of their views.

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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