

Inspection of Fledglings Montessori Preschool

The Old School, Little Horwood Recreation Ground, Little Horwood,
Buckinghamshire MK17 0PF

Inspection date: 4 March 2022

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy coming to this wonderful pre-school, and the caring staff warmly welcome them. It is a hive of learning, fun and activity. Children blossom, confident in the warm, caring and consistent approach from the staff. Children are completely engrossed in their learning. It is evident from their remarkably high levels of confidence and self-esteem. Children thrive with rich experiences that help them to learn about the world around them. For example, they relive their camping experiences by playing with a make-believe campfire and cooking with real potatoes and leeks. Staff are swift in supporting children to resolve their conflict while simultaneously keeping them engaged with their learning. Children develop confidence to make their own decisions right from the start. They like spending part of their day learning outside in the wooded area. Here, they get to explore and participate in group decisions and activities. For example, children are invited to decide which path to take in the woods. This skilfully managed group experience gives children the opportunity to listen to and respect the views and choices of others. Children follow the respectful behaviour modelled by staff and are consistently kind and helpful to each other.

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

- The manager is inspirational and implements an ambitious curriculum that successfully prepares children for life in modern Britain, while having its roots securely in the Montessori ethos. She has very high expectations for what children should achieve. Leaders make sure that the day includes opportunities to help children develop, think and try new things. The dedication the manager and her team give to providing high-quality care and education is admirable.
- Building on children's vocabulary and extending their knowledge and skills are at the heart of staff's work. Throughout the pre-school, staff successfully build and extend on children's prior knowledge. This helps children to make highly rapid progress. All children are incredibly well prepared for the next stage in their learning.
- Staff are skilful in deciding how to support children and selecting activities for them to do. For example, during a trip to the woods, staff encourage children to collect sticks and use this as an opportunity to extend children's listening skills and vocabulary. Staff swiftly identify children who arrive at the setting with lower than expected speaking skills. Leaders use highly quality assessment of children's starting points and interventions to support children with special educational needs and/or disabilities. Consequently, children catch up quickly and any gaps in their learning are starting to narrow.
- Staff deliver consistent messages to help children develop their independence. For example, when getting ready to go to the woods, children independently find their outdoor clothing and have a go at dressing themselves with little input

from the staff. Staff expertly encourage those that need a little help to have a go at putting their outdoor shoes on, and praise them when they have done so. This builds children confidence and self-esteem.

- Parents highly rate what they consider to be an exceptionally caring and communicative staff team, who 'go above and beyond'. They praise the high-quality education opportunities available to their children, such as the extensive use of the natural environment and the wooded area on their doorstep. Furthermore, parents say that staff provided excellent communication and support during the COVID-19 pandemic.
- Staff read with superb expression to children. They take time to talk to children about the books they read and encourage them to direct the storytelling. For example, children are able to describe what is illustrated in books with great confidence. Children develop a love of learning, which they demonstrate through their remarkable levels of motivation and concentration. They are consistently engrossed in exciting and challenging activities.
- Language development is a strength at this pre-school. Children learn to recite stories. They have access to a wealth of books that they share enthusiastically with the staff, re-telling stories as they describe what they see. The language-rich environment provides a nurturing learning space for children. Staff seize every opportunity to build on children's language skills, interact and encourage turn taking.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive rigorous safeguarding training, including ongoing online training on child protection. They monitor the welfare of the children vigilantly and ensure that risks are managed and assessments are made of both the indoor and outdoor areas. Staff demonstrate detailed knowledge of the signs that could indicate a child is at risk of harm, including from exposure to radical and extremist views. Staff have an excellent understanding of their duty to identify and respond to concerns about a child and/or member of staff working with them. The manager maintains rigorous recruitment procedures and ensures staff's suitability through ongoing checks.

Setting details

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| Unique reference number | EY481840 |
| Local authority | Buckinghamshire |
| Inspection number | 10228937 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 20 |
| Number of children on roll | 29 |
| Name of registered person | Young, Clare Frances |
| Registered person unique reference number | RP910614 |
| Telephone number | 07591643839 |
| Date of previous inspection | 13 December 2016 |

Information about this early years setting

Fledglings Montessori Preschool registered in 2014. The pre-school is located in Little Horwood, Buckinghamshire. It is open Monday to Thursday from 9am until 3pm, and on Friday from 9am until 2pm, during term time only. The pre-school follows the Montessori and Forest School ethos of teaching. It receives funding for the provision of free education to children aged two to four years. The pre-school employs five staff, four of whom hold early years qualifications at levels 3, including one with qualified teacher status.

Information about this inspection

Inspector

Christine Wilkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with parents, staff and children and took their views into account
- The inspector held discussions with the manager and viewed relevant documentation and evidence of staff's suitability.
- A learning walk was undertaken with the manager to understand how the curriculum is organised.
- The inspector observed teaching practices and considered the impact of these on children's learning.
- Joint observations were carried out with the manager and her deputy.

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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