

# Inspection of Bright Start Montessori Pre School

Crofton Oak Scout and Guide Hall, Crofton Road, Orpington, Kent BR6 8JE

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Inspection date: 22 March 2022

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is good**

Children show a positive attitude to their learning. They are happy and secure, greet each other and staff with big smiles and leave their parents confidently. Children independently select their chosen activity from the thoughtfully planned and ambitious curriculum. All children, including those in receipt of extra funding or with special educational needs and/or disabilities (SEND), make good progress from their starting points. There is a strong emphasis on children's language development. Children of all ages develop a love of reading as books feature highly in the curriculum. Children select books independently and listen to staff as they enthusiastically read a story.

Children behave extremely well. They quickly learn the pre-school routines and the simple rules that are in place for their safety, particularly during their nature school sessions. Children are respectful towards each other and confident in different social situations. This is because staff are good role models. Children are independent and enjoy helping each other and staff. Children benefit from being cared for by well-qualified and experienced staff. The atmosphere is calm and productive. Small groups of children play together with great concentration. For example, in the garden, they eagerly throw balls to try to get them through the basketball hoop.

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

- The management team is ambitious and well supported by the enthusiastic staff team. Together, they know the children very well and provide a broad curriculum, designed to help all children achieve their potential. Staff plan a good range of activities and experiences based on engaging topics, children's interests and what they need to learn next. For example, after reading a familiar story, children experiment mixing colours to make their own 'mucky ducks'.
- Staff assess children's learning closely and quickly spot any gaps in development. They plan particularly precisely for children with SEND and use successful strategies, such as picture exchange cards, to help children's understanding. Children in receipt of extra funding are monitored and individual plans put in place to support their learning. Staff are well qualified and experienced, which helps them to meet children's individual needs confidently.
- Staff support children's language development well. They use stories successfully to ignite children's interest in books, introduce new words and teach new ideas. Staff encourage plenty of conversation with children, who enjoy sharing their views and ideas. Most children are confident communicators and those with language delay learn new words quickly. Children who speak English as an additional language are supported well to develop language skills. However, staff do not fully support them to hear or use their home language

while they play and learn.

- Staff support children's mathematical skills well, and a recent course attended by staff has strengthened this within the pre-school. Children confidently count, compare sizes, recognise shapes as they play, and talk about which set has more cubes.
- Partnerships with parents are strong. A well-established key person system supports children to form strong relationships with staff. Staff share information with parents about their child's progress in a range of ways. Staff talk to parents at the beginning and end of the day and add information to the online learning journals. They make suggestions on how parents can support learning at home. Staff work effectively with other professionals involved in children's care and education.
- Children have high levels of imagination and bring this into their everyday play. For instance, they eagerly engage in a flying carpet ride, making suggestions on where the carpet can land. Children enthusiastically tell friends to tip toe and creep because they do not know what they will find at this different land.
- Children are developing an understanding of healthy lifestyles. They enjoy plenty of opportunities for outdoor play, including time at nature school. Staff support children's knowledge of healthy eating during snack and mealtimes.
- The management team is highly reflective and has a strong vision for the setting. Managers continually evaluate the environment and resources available to children. Staff benefit from professional development opportunities to improve their knowledge and practice. They say they are part of a supportive team and feel their well-being and expertise are valued.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure knowledge of how to keep children safe from harm. They attend regular training to ensure they keep their knowledge of safeguarding procedures up to date. Staff know the possible signs of concern, including indicators that children may be at risk of being radicalised. They are aware of the correct procedures to follow when necessary. Staff are deployed effectively throughout each day and supervise children vigilantly. The management team follows a clear recruitment process, as well as conducting ongoing checks to ensure staff are suitable to work with children.

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

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

- support children who speak English as an additional language to hear and use their home language during play.

## Setting details

<b>Unique reference number</b>	137278
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10137816
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Steadman, Michelle Lorraine
<b>Registered person unique reference number</b>	RP908759
<b>Telephone number</b>	01689 850904
<b>Date of previous inspection</b>	13 May 2016

## Information about this early years setting

Bright Start Montessori Pre-School registered in 1991. It is located in Orpington, in the London Borough of Bromley. The pre-school follows the Montessori approach to education. It opens five days a week, during school term times, from 9.20am until 4.30pm. The pre-school receives funding to provide free early education for children aged two, three and four years. A team of 15 staff, including the manager, is employed at the pre-school; of these, 13 staff hold childcare qualifications between level 3 and level 5, with two staff unqualified. The setting supports children who have SEND.

## Information about this inspection

### Inspector

Tracey Murphy

## Inspection activities

- This is 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 manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between staff and children and spoke with staff at appropriate times.
- The manager and inspector completed a joint observation.
- The special educational needs coordinator discussed with the inspector how children with SEND are supported at the pre-school.
- Parents shared their views of the pre-school with the inspector.
- The manager provided documentation for the inspector to sample.

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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