

# Inspection of West Wickham Montessori

Ravenswood Crescent, West Wickham, Kent BR4 0JH

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Inspection date: 27 April 2022

<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	Not applicable

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

### **The provision is good**

Children eagerly arrive at the setting and are greeted warmly by staff. Children show a positive attitude to their learning. They are happy and secure. They 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 with special educational needs and/or disabilities (SEND), make good progress from their starting points. There is a strong emphasis on developing children's language development. Children of all ages develop a love of reading, and books feature highly and are used to support projects in the curriculum. Children select books independently and listen to staff as they enthusiastically read a story.

Children behave well. They quickly learn the pre-school routines and the simple rules in place for their safety, particularly during outdoor play. Children are respectful towards each other and display confidence in different social situations. They are independent and enjoy helping each other and staff. Children benefit from being cared for by well-qualified, experienced staff. The atmosphere is calm and productive. Small groups of children play together with great concentration. For example, older children work together to complete large floor puzzles.

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

- The managers are ambitious and are well supported by their 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 projects that are often chosen by the children, children's interests and what they need to learn next. For example, during a recent project about earth day, children introduced recycling containers into the setting to help protect the environment.
- Staff assess children's learning closely, and quickly identify any possible gaps in their development. In particular, they plan precisely for children with SEND and use successful strategies, such as visual cues and signing, to help children's understanding. Staff are well qualified and experienced, which helps them to meet children's individual needs confidently.
- Staff support children's language development well, overall. They use stories successfully to ignite children's interest in books, introduce new words and teach new ideas. Staff encourage plenty of conversations 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 consistently allow children time to form their own ideas and think critically.

- Staff support children's mathematical skills well. For example, children confidently count, compare sizes, and recognise shapes as they play. They are supported to write numerals for their model buses.
- Staff adopt a positive attitude and supportive approach to children's behaviour. They interact with children and join their play. Children receive lots of praise for their efforts to build their self-esteem. They are willing to have a go at activities. Staff support children to share and take turns. However, at times, staff do not support children to recognise how their actions can affect the feelings of others.
- 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. For example, staff talk to parents at the beginning and end of the day. They make suggestions about how parents can support learning at home. Staff work effectively with other professionals involved in children's care and education to support children's all-round development.
- Children are developing an understanding of healthy lifestyles. They enjoy plenty of opportunities for outdoor play to support their physical skills as they enjoy racing each other on scooters. Staff support children's knowledge of healthy eating during snack and mealtimes.
- The managers are highly reflective of practice and have a strong vision for the setting. 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 managers 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 exposed to extreme views. They are aware of the correct procedures to follow when necessary. Staff are deployed effectively throughout each day and supervise children vigilantly. The managers follow a clear recruitment process as well as monitoring ongoing suitability to ensure that 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:**

- encourage staff to allow children time to think of their own ideas to enable them to explain why things happen and form their own opinions
- support children to understand other children's feelings and emotions as well as their own.

## Setting details

<b>Unique reference number</b>	2496634
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10194428
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	52
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Beckenham Montessori Pre-School Limited
<b>Registered person unique reference number</b>	RP542687
<b>Telephone number</b>	07803359021
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

West Wickham Montessori registered in 2018. It is situated in the London borough of Bromley. It operates from Monday to Friday, 9am to 3pm, during term time only. The setting offers morning, afternoon and all-day sessions. The setting employs seven members of staff, of whom the manager holds a Montessori qualification. The setting offers funding for children aged three and four years.

## 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 of a language activity.
- Parents shared their views of the setting with the inspector.
- The manager shared 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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