

Inspection of Orpington Montessori Preschool

Methodist Church, Sevenoaks Road, ORPINGTON, Kent BR6 9JH

Inspection date: 22 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this welcoming and well-resourced pre-school. Most children quickly settle in. Those children who find it difficult to adjust to new routines receive effective support from staff to help them separate more easily from their parents. Children benefit from the two-way flow of information between their parents and staff, including when the pre-school is closed.

Children are busy and engage well in learning, overall. They enjoy using a wide selection of attractive and accessible resources to complete self-chosen tasks. Children use their imaginations and act out their experiences during pretend play. They remember what they have learned before and most children persist at their chosen tasks. Children show that they are proud of their achievements. They excitedly ring a bell after successfully completing physical challenges. Children have good opportunities to build on important skills. Children develop and strengthen their small hand muscles as they use tongs and go on to confidently write their names on artwork. Children discover mathematics in enjoyable and practical ways. They are encouraged by staff to explore wooden rods of differing length and height. Children build stamina as they peddle hard on chariot-style bicycles. They enjoy transporting their friends around. They jump high to try and touch mobiles that blow in the wind. Children who speak languages other than English have opportunities to recognise the language most familiar to them. Children use resources that reflect different communities.

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

- Leaders are ambitious for children. They have a clear approach to the curriculum and staff show that they understand how to implement it effectively, overall. Staff encourage children to develop independence and make choices about what to do. Children complete challenging tasks that build on what they know.
- Staff use effective teaching methods to support children's communication and language. They read books with props, sing songs and rhymes, and plan targeted sessions for children who need extra help to interact with, and understand, others. Some children share their home language with staff.
- Staff make accurate assessments of children's learning. They engage outside professionals when persistent gaps in learning are identified. Although it is not consistent throughout the session, at times, children receive very effective and targeted teaching. Very occasionally, some children do not receive sufficient support to make the most of learning opportunities.
- Staff encourage children to put on their coats and waterproof boots for outdoor play. Children cut fruit and wash plates and cups. They learn about sustainability as they scrape food into containers. Children express when they feel cold and get their cardigans. They use tissues and antibacterial gel at a 'snuffle station'.

Children show that they are independent and understand how to look after their physical needs.

- Children learn about different cultures and communities. They enjoy dancing to music from other parts of the world. Staff plan activities that help children to learn about a range of faiths, events and celebrations. Children behave well and accept the differing needs of their friends. They show that they acquire positive social skills and learn to respect others.
- Staff plan activities that help children to extend their experiences, such as library visits and nature walks. Some children take part in off-site activities that help them to further develop their physical skills. Parents visit and discuss their work roles and experiences with children. This contributes to children's understanding of the wider world.
- Staff support children to use their imaginations well. Children enjoy using resources to re-enact their experiences, such as a mother working from home. Children who struggle to communicate laugh and smile as they assume the role of farm animals during small-group activities.
- Staff help children to develop an understanding of technology. They discuss online safety with children and help them to explore how torches and calculators work. Children experience how technology is used. For example, children see staff use electronic registers as they look for their own name cards to register themselves.
- Parents appreciate the regular information that they receive from staff. They value the opportunities for their children to socialise and build relationships. Parents appreciate the support, advice and home-learning support that they receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are confident to recognise potential risks to children, including exposure to extreme views or behaviour, or the inappropriate behaviour of a colleague. They know how to respond if concerned that a child is at risk of abuse or harm. Leaders follow safer recruitment guidance and deploy staff effectively. They work effectively with relevant agencies to help keep children safe. Staff recognise the potential impact of the pandemic on children and their families and provide sensitive support, such as healthy eating advice. Children's health needs are managed well. Staff implement procedures such as risk assessments effectively. They maintain accurate registers of children's attendance and maintain contact during absences and closure periods.

What does the setting need to do to improve?

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

- strengthen teaching skills further so that staff enhance support for children to engage in activities and consider their learning needs more consistently, as they implement the curriculum.

Setting details

Unique reference number	EY387353
Local authority	Bromley
Inspection number	10137817
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	34
Number of children on roll	49
Name of registered person	Natural Learners Limited
Registered person unique reference number	RP902739
Telephone number	01689 856066
Date of previous inspection	10 November 2015

Information about this early years setting

Orpington Montessori Preschool registered in 2008. It is one of two privately owned pre-schools. The pre-school is open each weekday, during term time only, from 9am to 3.30pm. The pre-school receives funding for early years education for children aged two, three and four years. There are seven members of staff who work with the children. All hold early years qualifications at level 2 and above. Five members of staff, including the manager, hold qualifications at level 4. The setting follows the Montessori philosophy and principles. It also provides off-site forest school sessions.

Information about this inspection

Inspector

Kareen Jacobs

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 provider and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the pre-school and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The provider and manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff, relevant policies and evidence of staff professional development.
- The inspector spoke with staff, parents and children at appropriate times.

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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