

Inspection of Trillium Montessori House

West Malling C Of E Primary School, Norman Road, West Malling ME19 6RL

Inspection date: 10 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with staff and other children. They enthusiastically explore with interest as they play inside and outside throughout the day. Children particularly like the variety of areas to explore in the garden. For example, they build sandcastles, explore building blocks and practise their skills on the bikes and scooters. Children are aware of the safety rules in the setting as they put on helmets before setting off. Inside, children are eager to join in with circle time, create shapes with dough and enjoy taking part in French lessons.

Children have good relationships with each other. Staff help foster friendships with children who need extra support to play with others. For example, they encourage children to choose friends for small-group work together. Children behave very well and staff provide good support where needed.

The setting opened during the COVID-19 pandemic and have developed procedures to support everyone's safety. For example, they have reviewed when it is appropriate for parents and visitors to come into the setting. The management continue to consider the potential impact of the pandemic to children's development. They include a greater emphasis in their curriculum with positive results.

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

- Staff have a good understanding of the needs of the children who attend the setting. Staff put effective plans in place to enable all children to make good progress in their learning and development. This includes children who learn English as an additional language and those with special educational needs and/or disabilities. Additional funding is used well with good staff support to have a positive impact on children's development.
- Children have good opportunities to learn about risk as they challenge themselves physically. For example, staff give gentle instructions to help them to learn about how to climb on the climbing frame. Children develop skills quickly and soon giggle as they swing and jump down.
- The management team has clear curriculum aims and know what they want children to learn. They carefully consider important areas, such as the support for children to be independent. This is evident throughout the setting as children learn to wash their hands, wipe their own noses and choose toys. This helps children develop skills to be ready for their next stage of learning at school.
- Staff receive good support from the management team. For example, they have regular supervision discussions about their roles. Staff make good use of training opportunities to help further develop their skills. They report that by completing training to explore differences between how boys and girls learn, has helped

them to offer more specific play opportunities. However, at times, some staff need further support to recognise when younger children are less engaged in activities.

- Parent are kept up to date about their children's development and have positive feedback about the setting. For example, parents share that they feel happy with the support the setting provides. They report that the manager and staff are approachable. They feel that their children's development has hugely benefited from attending the setting. However, at times, links with some of the other settings that children attend could be strengthened further to support children's overall development.
- Staff support children very well in their communication and language development. They are aware when children need extra help and put effective strategies in place. For instance, staff ensure that they are speaking to children at their own level and use signing to support their understanding. Children with a range of language abilities are confident to communicate with staff and children.
- Children build close bonds with their key person. Staff spend time helping children to settle and find out what they like doing. The management team closely observe children and staff's relationships and children's transition into another group when they are ready to do so. Younger children enjoy the opportunity to play in the older busier room at their own pace.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their role to safeguard children and have received recent training. The management team has good strategies in place to ensure that staff have up-to-date information if they need to share concerns about a child. For example, staff have children's services contact information on their lanyards. The management team and staff have a clear knowledge of what to do in the event of an allegation being made against them. Staff risk assess appropriately to minimise any possible hazards to maintain a safe environment.

What does the setting need to do to improve?

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

- help staff to recognise when to adjust their teaching to help younger children become more involved and engaged in activities, to further support their development
- continue to develop partnership working with other settings that children attend, to further support continuity in their care and learning.

Setting details

Unique reference number	2644233
Local authority	Kent
Inspection number	10239694
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	52
Name of registered person	Trillium Montessori House Ltd
Registered person unique reference number	RP556634
Telephone number	01732 870172
Date of previous inspection	Not applicable

Information about this early years setting

Trillium Montessori House registered in 20-21 and is on the site of West Malling Primary School. The setting opens from 8am to 4.30pm weekdays, term time only. They received funding for the provision of free early education for children aged two, three and four years. There are 10 members of staff, seven of whom hold early years qualifications.

Information about this inspection

Inspector

Sarah Taylor-Smith

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 to staff, children and parents.
- The inspector observed the quality of teaching.
- The manager and deputy held a meeting with the inspector to discuss the management of the setting.
- The inspector viewed some documents, such as paediatric first-aid certificates.

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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