

Inspection of Flitch Green Pre-School

Flitch Green Primary School, Tanton Road, Little Dunmow, DUNMOW, Essex CM6 3GG

Inspection date: 11 July 2022

Overall effectiveness

Outstanding

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 excitedly arrive and are welcomed by exceptional, nurturing, and happy practitioners. Children flourish who are highly independent and have superb communication. They make excellent progress, as the Montessori principles of learning are thoroughly embedded in practice. Children lead their learning as they select an activity from an abundance of high-quality resources. These are accessible and superbly displayed to inspire them to investigate. Children show sustained levels of concentration as they persevere at chosen activities. For example, they rise to the challenge of putting on gardening gloves as they talk about 'harvesting' potatoes they have grown from seeds. Children use mathematical language exceptionally well during this fun activity and delight in the success of their crop.

Children learn to tie knots as they attach wool to trees. They decide they need to leave a trail of wool when going on a bear hunt in case they get lost. Their communication skills are excellent. Children demonstrate a wide vocabulary and use words, such as 'environment' and 'recycling' as they tidy up after lunchtime. They share what they understand as they discuss the importance of sorting waste to save the planet.

The manager and her team have an excellent knowledge of the children attending. They have a comprehensive understanding of what the children can do and fully understand what they need to achieve next. The quality of teaching is pitched to the highest level and children excel in their development. Children's behaviour is exemplary. They excitedly come together to sing the 'caring' song under the peace tree in the garden. This is to acknowledge their friend's act of kindness as they tie named ribbons on the tree.

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

- The manager is extremely motivated and enthusiastic which is infectious and shared by her team. They work collaboratively and have a clear vision and drive to provide the highest quality care and education. Superb opportunities are in place to support practitioners to continue their own professional development, to further enhance and maintain the outstanding care that children receive. Practitioners positively comment that their own well-being is considered, and this has positive impact for the children.
- Parents speak exceptionally highly of the education and care their children receive. They comment that their children settle quickly and have made excellent progress since attending pre-school. They are thrilled with how well prepared their children are for the transition to school. Parents comment that their children's independence, confidence, and communication skills have far

exceeded what they expected.

- The manager ensures the curriculum is planned and securely embedded across all areas of learning, while promoting the ethos of Montessori and provides an inclusive environment. This means all children, including those with special educational needs and/or disabilities, achieve the best possible outcomes and are superbly prepared for their successful future learning.
- Children's mathematical development is superb. The Montessori equipment and skilled practitioners build on children's learning well and they relish the challenges offered. They are keen to learn new things. For example, children show immense satisfaction as they persevere to complete very difficult puzzles, negotiating with one another as they work in small groups.
- Timely interaction from practitioners is precise and meaningful. They are skilful in how they ask questions, allowing children time to think and respond. For example, children learn about solids and liquids as they experiment and predict what may happen when leaving objects in the sun. Practitioners gently ask if they would like help when children struggle rather than provide the solution. Children learn about past and present as they look back at their own life when celebrating a birthday, and know it takes a year for the sun to orbit the earth.
- Children's behaviour is excellent. Great emphasis is given to their emotional well-being. They learn to regulate their behaviour and feelings through sharply focused activities to help them understand the consequences of their actions. Practitioners are excellent role models as they listen to children and speak to them with respect.
- Practitioners invest time in getting to know the children and their unique backgrounds. Children are positively encouraged to use their home language at pre-school, and this is celebrated. Children who require additional help are supported exceptionally well. Great emphasis is given to establish positive relationships with the parents and outside agencies, to ensure appropriate support and resources are in place.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children's welfare is of the highest priority. The practitioner team have completed comprehensive safeguarding training, including wider aspects of child protection, such as 'Prevent' duty. They are committed to refreshing their knowledge and understanding through ongoing training. Due to the principles of Montessori teaching, the team have a heightened awareness of protecting children from potential risk. For example, children use China plates and tools. Therefore, rigorous assessments are completed and children's understanding of how to stay safe is embedded in daily practice. Practitioners talk competently about how to report any concerns regarding a child's well-being. They are skilful in spotting signs or behaviours that may suggest children are at risk. Completion of a robust recruitment, induction, training, and mentoring process means practitioners are very suitable for their role.

Setting details

Unique reference number	EY396577
Local authority	Essex
Inspection number	10127398
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	48
Name of registered person	Wisbey, Michelle Deanna
Registered person unique reference number	RP513790
Telephone number	07811 441615
Date of previous inspection	21 April 2016

Information about this early years setting

Flitch Green Pre-School registered in 2009. The pre-school employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school follows the Montessori approach to learning and opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.45pm. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners working in the pre-school.

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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