

Inspection of Linnet Montessori Grange Hill

Grange Hill Methodist Church, Burrow Road, Chigwell IG7 4HQ

Inspection date: 9 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive at this welcoming setting. Staff build strong, nurturing relationships with the children which they look after. This helps children to feel emotionally secure and safe. The curriculum is well planned and tailored to meet children's individual learning needs. All children make good progress, including those in receipt of additional funding and those with special educational needs and/or disabilities. Stimulating, well-chosen resources encourage children to follow their own interests and practise their skills.

Staff have high expectations of every child. Children's behaviour is very good, and they develop a strong sense of 'right' and 'wrong'. All children understand the setting's routines and the behaviour that is expected of them. For example, children line up before going outside without any prompting from staff. They wait patiently for their friends to put on their coats and calmly walk outside when everyone is ready.

Supporting children's communication and language is a strength in this setting. Staff understand the importance of exposing young children to spoken language and talk to them all of the time. They model the use of words and simple sentences, encouraging children to use them in different contexts. Staff use questions well to encourage children to practise their spoken language, while deepening their thinking skills.

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

- The curriculum is broad and inclusive. Staff place a focus on the prime areas of the early years foundation stage. They use observation and assessment well to plan children's next steps in learning. The manager works effectively with other professionals and parents, to ensure that all children are supported and reach their full potential.
- Key persons develop very strong relationships with parents from the moment their children begin settling in. They gather as much information as they can about the children beforehand. Key persons use this to plan activities which will immediately engage children's interests. This ensures that children's transitions from home to the setting are smooth and seamless.
- Staff's interactions with children are high quality. They observe children playing, and intervene to extend their learning. Staff introduce new resources to enhance children's activities. They know what they want to teach children and present information clearly, so that they understand.
- Staff promote children's independence well. Before having a snack, children confidently wash and dry their own hands. Children hand out the plates and cups and serve fruit to their friends. Afterwards, they help staff to tidy

everything away.

- Staff understand the importance of children developing their language skills. Children enjoy reading and have access to a wide range of interesting books. They listen intently to stories, commenting on the characters and the plot. Songs and rhymes enhance children's learning. They have lots of opportunities to practise their early writing and drawing skills. All children develop the muscles in their hands and wrists well. However, they are not always shown or reminded how to hold pencils and paint brushes correctly. This means that their finger and hand control is not as efficient as it could be.
- Staff teach children the importance of developing healthy lifestyles. They enjoy regular, daily physical play and exercise in the well-organised outdoor space. Children enjoy running after their friends, balancing on equipment and playing ball games. They have healthy snacks and packed lunches, and drink lots of fresh water. Staff promote good oral hygiene with children and their parents.
- The manager regularly evaluates the provision, considering the views of children, staff and parents. Staff feel that they are well supported and appreciate the training opportunities, which the manager organises for them. All staff have regular supervision meetings and feel able to raise concerns with the manager.
- Partnership with parents is very effective. Staff organise regular events to engage parents in the life of the setting. Parents confirm that they are pleased with the regular communication and updates which they receive. They feel that their children are well cared for by the staff team and are happy with the progress which their children make. They appreciate the ideas they are given to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and follow reporting procedures correctly. They understand the signs and symptoms that indicate children may be at risk. The manager ensures that staff's safeguarding training is up to date. Staff understand the importance of asking questions and of reporting and recording safeguarding concerns, however minor. The manager and staff understand the procedures to follow in the event of an allegation being made about a member of staff. The manager ensures that all staff are suitable to work with children. A robust induction process ensures that staff have a clear understanding of their role and responsibilities.

What does the setting need to do to improve?

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

- ensure that children are regularly shown and reminded how to hold writing and

drawing implements correctly, to improve their finger and hand control and writing efficiency.

Setting details

Unique reference number	EY484120
Local authority	Redbridge
Inspection number	10236568
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 3
Total number of places	28
Number of children on roll	24
Name of registered person	Linnet Montessori Limited
Registered person unique reference number	RP904311
Telephone number	07754 280 937
Date of previous inspection	9 November 2016

Information about this early years setting

Linnet Montessori Grange Hill registered in 2014. It is situated in Chigwell, within the London Borough of Redbridge. The setting opens during term time, from 9am to midday and midday to 3pm, from Monday to Friday. It provides funded early education for children aged two, three and four years. The provider employs six staff; of these, one holds an early years qualification at level 6 and five at levels 2 to 3.

Information about this inspection

Inspector

Paul Church

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 provider.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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