

Inspection of Barley Lane Montessori Pre-School and After-School Centre

St Paul's Community Centre, Barley Lane, Goodmayes, Essex IG3 8XE

Inspection date: 17 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Staff place a great importance on developing children's language and communication skills. Most children speak English as an additional language. They have access to a wide range of books and enjoy listening to stories throughout the day. Staff bring the stories to life, explaining what is happening in clear simple language to secure children's understanding. Staff have high expectations. They develop their early literacy skills and begin to understand that print carries meaning. For example, children playing with a word puzzle ask their key persons what the words are.

Children are confident and happy. They form strong bonds with their key person and other children. They play well together, negotiating and sharing their toys appropriately. When any issues arise, most children are able to sort things out between themselves. Staff are always close at hand to intervene when necessary, reminding children about the importance of playing fairly. Children use good manners, showing respect and consideration for their friends and the staff who look after them.

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

- The manager and her staff team are very dedicated and hard-working. As the setting is based in a community centre, staff set up and pack away the furniture and resources every day. However, staff make sure that this does not impact on the quality of the setting. They always ensure that children's learning opportunities are engaging and meet children's individual development needs.
- Staff create a curriculum that prepares children for their eventual transition on to school. They focus on the prime areas of the early years foundation stage. Children are encouraged to follow their own interests and build on their previous knowledge and skills. Key persons use their ongoing observation and assessment to identify the next steps in children's learning and development.
- Children with special educational needs and/or disabilities make good progress. The deputy, who is also the special educational needs coordinator, works closely with children's key persons, parents and external agencies to ensure that children receive relevant and timely support.
- Children with English as an additional language are well supported. Staff understand how to improve children's developing communication and language skills. They talk to children all of the time, asking open-ended questions to generate conversations and encouraging them to repeat simple words and phrases. Staff use picture prompts to reinforce their instructions.
- Staff working with older children understand how to challenge and extend children's learning. For example, children playing with a wooden train set are introduced to a 'stop' sign by staff. They immediately incorporate this into their

play, holding the sign up when they want their friends to stop their train. However, some staff working with younger children do not always support children's play as effectively. They do not intervene to develop and extend children's learning and do not ensure that all children receive regular adult support.

- Children are encouraged to be independent and are able to do a range of things for themselves. They find and put on their own coats and hats, tidy away their toys after playing and confidently use the toilet themselves.
- Children's behaviour is good. Most children understand the setting's routines and expectations for their behaviour. However, staff do not plan some daily routines, such as snack time and transition to lunch as effectively. Children spend too long waiting and valuable learning time is lost.
- Staff's professional development is a high priority. Managers uses regular supervision sessions and performance management procedures to help to identify where staff need training. Staff comment on how managers always go out of their way to support their overall well-being.
- Parents are fully included in the life of the setting. Staff organise regular social events for families and encourage parents to share their traditions during celebrations. They organise workshops to help parents to support their children's learning at home. Parents speak very positively about the setting and the staff, and are very happy with the progress which their children make.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a clear understanding of safeguarding procedures, including the steps to follow in the event of a concern about the welfare of a child. Staff understand whistle-blowing procedures and what they should do if they are concerned about the behaviour of managers or staff. Staff receive regular training, including comprehensive induction and probationary programmes when they first start employment. Staff ensure that children's behaviour, health and hygiene are managed well. They teach children how to keep themselves safe. Staff complete daily checks of the inside and outside areas to identify hazards and reduce potential risks.

What does the setting need to do to improve?

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

- strengthen teaching practice and provision in the toddlers' area by ensuring that staff effectively support and extend all children's play regularly
- review daily routines, making sure that children's learning time is not unnecessarily lost and they remain purposefully engaged in activities.

Setting details

Unique reference number	EY413291
Local authority	Redbridge
Inspection number	10264138
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	80
Number of children on roll	68
Name of registered person	Pedagogy Auras UK Limited
Registered person unique reference number	RP902036
Telephone number	02085038662
Date of previous inspection	6 June 2017

Information about this early years setting

Barley Lane Montessori Pre-School and After-School Centre registered in 2010. The setting is situated in Ilford, in the London Borough of Redbridge. It offers sessions from 9am to midday and 12.30pm to 3.30pm, during term time only. The out-of-school club operates from 7am to 8.45am and 3pm to 7pm, during term time only. During school holidays, the setting operates a holiday club from 7am to 7pm. It receives funding to provide early years education for children aged two, three and four years. The setting employs 15 members of staff. Of these, 14 hold relevant early years qualifications ranging from level 1 to 6.

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 provision.
- The manager and the inspector completed a learning walk together and discussed the intentions for children's learning.
- The inspector observed the interactions between staff and children, and assessed the impact of this on children's learning.
- The manager and the inspector conducted a joint observation of activities and routines.
- Several parents and carers shared their views of the setting with the inspector.
- Managers provided the inspector with a sample of key documents on request.

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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