

Inspection of Little Montessorians Pre-School

The Scout Hut, Roding Lane South, Ilford, Essex IG4 5PD

Inspection date: 24 April 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

Children arrive happily and leave their parents and carers at the door with big smiles. Children take off their shoes, put on their indoor shoes and hang up their coats ready to play and learn. They know where the resources are in the well-resourced environment. They access them easily and make independent choices. Children collaborate and play alongside each other. Staff implement the Montessori method alongside the early years foundation stage curriculum. Children enjoy hands-on learning and develop real-life skills. Children new to the setting are calmed, supported and comforted. Staff have high expectations of children. Children are well-behaved as they feel emotionally safe with all staff. Children feel valued and have a sense of belonging, staff help children to develop positive attitudes towards others. Staff are currently celebrating children's festivals, such as Ramadan and Eid.

Children develop friendships as they join in with circle time, and enjoy group activities, such as 'what's in the bag'. Children are excited and to pull out an object, which is connected to a nursery rhyme. They articulate the song they choose to sing with the whole group. This helps support their confidence and language skills and gains children's attention. Children learn to share and take turns.

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

- Staff provide a well-planned and interesting learning environment, which helps children make progress from their starting points. However, some staff do not at times demonstrate their knowledge of the curriculum and extend children's learning through their interactions with them.
- Children with special educational needs and/or disabilities are supported well. Staff work alongside parents and external agencies to develop appropriate learning plans to support children to progress well. Leaders use additional funding to support all children, for example they purchase new resources to support learning.
- The small team of staff work well and morale is high. Leaders ensure that staff are supported to undertake further training to develop their professional practice. Staff take part in regular supervisory meetings to discuss their work. All of this builds strong teamwork.
- Partnerships with parents are good and parents speak highly of staff. Parents say that the parent app is useful in updating them about their children's day and learning. Staff carry out regular parents meetings and use the app to update parents about ideas for learning at home.
- Children butter their toast and cut fruit during snack time. They confidently handle tongs, spoons and knives while serving, scraping, pouring and spreading. This helps develops their fine motor skills. They understand the importance of

healthy lifestyles. Children take responsibility and wash their plates and cutlery afterwards learning skills for their future life.

- Children take part in outdoor play regularly in all weathers. This helps support their physical development, balance and coordination. They skilfully climb, run and ride wheeled toys. Children find different bugs using magnifying glasses and tally up how many of each insect they have found. This helps build their curiosity and awareness of living creatures.
- Children learn good hygiene routines, as they wash their hands when they arrive at the setting, before eating and after using the toilet.
- Children learn to cut using scissors. They cut long pieces of wool as they develop skills using their fingers. They build muscles they have not used before and learn to concentrate as they keep practising.
- During outside play children enjoy role-play activities, and pretend to make pancakes. Older children help and encourage the younger ones. Children communicate with each other, build self-esteem and develop creativity. Children learn to grow tulips, daffodils and sunflowers. Children plant and learn about vegetables, they develop their knowledge of nature and things that grow.
- Children build towers with construction bricks, they develop mathematical skills as they count and learn about size and shape. Children sit quietly and relax during the activity, which reduces any stress and builds confidence.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of safeguarding policy and procedures. Leaders know what action to take if an allegation was made against a staff member or concerns were raised about a child's welfare. Leaders understand their responsibility to ensure that themselves and staff are continually trained and updated about safeguarding children. Staff know and understand the whistle-blowing policy and are alert to possible signs of abuse. All staff know wider safeguarding issues such as prevent duty, county lines, online risks and grooming. The provider implements safer recruitment procedures, and steps are in place to ensure staff's ongoing suitability. The environment is safe and secure including having appropriate fire safety equipment.

What does the setting need to do to improve?

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

- further support all staff to know when to join in sensitively with children during play, to implement the curriculum and extend children's learning.

Setting details

Unique reference number	EY343347
Local authority	Redbridge
Inspection number	10282491
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	25
Number of children on roll	23
Name of registered person	Manickam, Sugirtham
Registered person unique reference number	RP514297
Telephone number	02085 512884
Date of previous inspection	12 December 2019

Information about this early years setting

Little Montessorians Pre-School registered in 2006. It is situated in Ilford, in the London Borough of Redbridge. The pre-school opens from 9am to 3pm, Mondays and Fridays, during school term times. The provider receives funding for the provision of free early education to children aged three and four years. There are four members of staff, including the provider, all of which hold early years qualifications at level 3. They follow the Montessori method of teaching. The provider holds early years professional status.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact with the manager and has taken that into account in their evaluation of the setting.
- 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 inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and about what they want their children to learn.
- The inspector observed the quality of interactions between the staff and the children.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to staff at appropriate times during the inspection.

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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