

# Inspection of Little Angels Montessori

St Nicholas Church, Leamington Avenue, Orpington, Kent BR6 9QB

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Inspection date: 13 July 2023

**Overall effectiveness** **Good**

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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 greet children and parents warmly as they arrive. Children are pleasantly welcomed into the caring and nurturing environment. They are encouraged to say, 'Bye!' to their parents at the gate. Children know the routine well. For example, they put their lunch boxes in the appropriate place and get ready to start the day.

Staff know the children well and use their knowledge to provide varied and stimulating activities based on the children's interests. These are reflected in their teaching and the curriculum. For example, children explore with different mark-making tools. Older children learn to write their name.

Children quickly form secure attachments with the experienced staff. They are happy to approach staff for support, when needed, demonstrating that they feel comfortable, confident and safe. Children understand the rules and behavioural expectations of the pre-school. For example, they willingly help to tidy up before changing to another activity. They wait for each other to sit at the table before opening their lunch boxes. Children learn to share, wait their turn and are respectful of each other. Older children are very kind and helpful. For example, they ask the younger children if they would like some help to open their cheese packet.

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

- Staff plan effective ways to engage all children and follow their interests. For example, children enjoy exploring with water in the garden. Older children keenly work out how to fit the tube to a funnel and observe how the water flows through. Younger children curiously work out how the water wheel works. All children progress well in their learning.
- Staff have high expectations for children's behaviour. They model the behaviour they would like to see and are kind and courteous to each other. They are skilled at identifying any triggers that may indicate a child might need support, and act immediately. For example, they use pictures of the routine to help children understand what is happening throughout the session and help them settle.
- Staff place a high priority on supporting children's communication and language development. For example, they model different words and children join in with singing and action songs. Staff ask children questions about the story they have read and allow children time to think and respond.
- Children recall the story read by staff effectively, which they then retell. Staff have introduced a lending library so children can share books at home. This helps children to develop an enjoyment of books. They have many opportunities to practise their mark-making and writing skills. Children learn different letter sounds, which supports their reading skills effectively.

- Staff support children's mathematical development well. For example, they count the number of rule cards and talk about how many they have all together and how many less they have after one is taken away. These experiences help children to learn different mathematical concepts appropriate for their age.
- Staff support children effectively to learn about healthy lifestyles. For example, they encourage children to wash their hands before eating and provide fresh fruits and water at snack time. Children play in the outdoor area daily and learn about the importance of brushing their teeth.
- Staff support children's independence well. For example, children choose from a range of different resources to support their own learning. They develop good self-care skills, with staff's support. Children learn good skills for their next stage in learning.
- Parents share how happy their children are at the pre-school. They praise the caring staff and how committed they are to the children, and are confident that their children are safe. However, communication with parents can be further improved. For example, although there is lots of information shared about what the children are doing and what is happening in the pre-school, this information is not individualised to help parents understand more about their own child's learning.
- The manager focuses strongly on supporting staff's well-being and their professional development. For example, the team attends training to develop skills in signing to further support children's speaking skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children and protect them from harm. They can identify signs and symptoms of abuse, including those associated with female genital mutilation. Staff know the procedures to follow for recording and reporting concerns to the safeguarding leads and the local authority. Staff receive regular safeguarding training to keep their knowledge up to date. The provider carries out regular risk assessments and puts measures in place to ensure the ongoing safety of the children. The manager ensures that staff are continuously suitable to work with children.

## **What does the setting need to do to improve?**

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

- provide more individualised communication with parents so they are kept regularly up to date about their child's time in the pre-school and further enhance children's learning.

## Setting details

<b>Unique reference number</b>	EY435453
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10301249
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	21
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	E J C Childcare Limited
<b>Registered person unique reference number</b>	RP535331
<b>Telephone number</b>	01689871108 or 07908592277
<b>Date of previous inspection</b>	29 January 2018

## Information about this early years setting

Little Angels Montessori registered in 2011. It is located in Orpington, in the London Borough of Bromley. The pre-school is open each weekday, from 9am until 3.30pm. The setting is in receipt of funding for two-, three- and four-year-old children. It employs six members of staff, five of whom hold appropriate early years qualifications at levels 4 and 3.

## Information about this inspection

### Inspector

Marvet Gayle

## 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 manager and has taken that into account in the evaluation of the provision.
- The manager and inspector completed a learning walk of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.

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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