

# Inspection of Sunshine Montessori Pre-School

St John's Church Rooms, Park Grove, Bromley, Kent BR1 3HR

---

Inspection date: 14 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and they arrive to a warm welcome. Practitioners lead them into the inviting pre-school that parents say is safe and stimulating for their children. The effective key-worker system supports trusting relationships that are built between children and practitioners.

Leaders have a clear vision. They implement a curriculum that considers all children and challenges their learning. For example, children post dinosaurs into a bottle then fill it with water. Practitioners prompt mathematical concepts and children think about the size of dinosaur that will fit inside and float. Children are encouraged to take managed risks and pull themselves onto the climbing frame. Practitioners offer a hand to steady children on wobble boards.

Children are confident. They share their achievements. For example, they demonstrate pride when following instructions to build shapes. Practitioners praise their efforts. This boosts children's self-esteem. Strategies are implemented to support good behaviour. Children are kind to their peers. Older children share resources with younger children. They join in with their play. Practitioners engage children in enthusiastic storytelling. Children exercise their learned knowledge. For example, they recognise numbers before they count dinosaurs in the book. Practitioners sensitively support children, who are overwhelmed by the excitement the story brings. Children's opinions matter. For example, they vote for their favourite character and practitioners explain about individual choice.

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

- Leaders are passionate in ensuring they deliver an ambitious curriculum. They frequently reflect on the provision to ensure children are accessing all areas of learning. Children are engrossed in activities and lead their own learning. They are gently supported by practitioners who are close by. For example a plane spotted overhead leads into a discussion around airports and travel. Practitioners make good overall use of assessment to track children's learning. However they do not consistently build on this information when planning how to support children's next steps in learning, to further target their individual development.
- Parents speak highly of the pre-school. They comment on how happy children are and the caring relationships between practitioners and children. Parents note the efforts leaders go to in providing a pre-school that considers each child. Practitioners supply ideas for parents to continue supporting children's learning at home. Parents comment on the good progress their children make. Consistent updates give an insight into their child's daily learning. Termly parent sessions provide in-depth information on development.
- Good partnerships are formed with professionals, also known to children.

Leaders work closely with professionals to identify children's needs.

Opportunities to secure support and funding is successfully achieved. Individual plans provide a curriculum with purposeful learning and enables children with special educational needs and/or disabilities (SEND) to reach the best outcomes.

- Leaders are enthusiastic. They develop a working environment, where practitioners feel valued. Regular supervision sessions consider practitioner's well-being. They set targets to develop their practice. Training opportunities are frequently accessed. This ensures practitioners continually update their knowledge. Leaders encourage practitioners to take on responsibilities. For example, they plan and lead regular communication and language sessions. This drives their desire for successful results.
- Practitioners are keen to promote independence. Children wash their hands before meal times. They open their snack and packed lunch from home. Children are encouraged to pour their own drinks. Practitioners support children through personal care. For example, children bring potties from home for continuity. Children have lots of opportunities for physical exercise. They stop for drinks and rest. Staff talk to children about food choices. However, they do not expand their learning further to teach children about the benefit of making healthy choices.
- There is a strong focus on communication. Practitioners talk about what children are doing as they play. They provide time for children to think before answering. Speech and sound sessions develop children's language skills. Songs and games focus on pronunciation. Practitioners assess children's understanding. They provide activities to blend sounds when children are ready.
- The setting has a smooth settling-in process. Parents are provided time to settle children. Practitioners gather information on children to gain an understanding of them. For example they discuss likes and dislikes with parents. Regular updates enable the setting to support children's cultural capital through meaningful activities. Leaders promote a self-correction ethos. This is evident through children's calm behaviour and engagement.

## Safeguarding

The arrangements for safeguarding are effective.

The provider develops a culture of safeguarding and practitioners understand their responsibility to keep children safe. They know the signs and symptoms to look for. There is a clear understanding of the procedures to take should they have concerns for the welfare of a child or actions of an adult. Stringent procedures are in place for safer recruitment. Practitioners are vetted thoroughly in line with requirements. New staff follow an induction process. They complete regular safeguarding training. Children are well supervised. Staff are alert to children's whereabouts when moving between the garden and room. Fire drills are conducted regularly and recorded.

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

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

- seize opportunities, such as snack time, to teach children about the benefits of living a healthy lifestyle
- ensure practitioners make effective use of planned next steps to target children's individual learning.

## Setting details

<b>Unique reference number</b>	EY337337
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10301201
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	24
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Lawrence, Sophie Spencer
<b>Registered person unique reference number</b>	RP907921
<b>Telephone number</b>	
<b>Date of previous inspection</b>	23 January 2018

## Information about this early years setting

Sunshine Montessori Pre-School opened in 1977 and re-registered in 2006. It operates from one room in the St John's Church Rooms, in Bromley. Funding is accepted for the provision of early education for children aged two, three and four years. The group opens five days a week during term time. Sessions are from 9am to 12.30pm, Monday to Friday and on Monday, Tuesday and Thursday, from 12.30pm to 4pm, and Wednesday 12.30pm to 2pm. There are four staff who work with the children, three have relevant early years qualifications.

## Information about this inspection

**Inspector**  
Karen Wells

## 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 has taken that into account in their evaluation of the provider.
- The inspector gathered views of parents through discussion and written comments and took these into account.
- A learning walk was undertaken by the manager and inspector, where they discussed the curriculum and the learning environment.
- The inspector observed the effectiveness of planning and assessment and the impact this has on children's learning.
- A joint observation was conducted by the inspector and manager, and they discussed the findings.
- The inspector looked at relevant documents to check staff's suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023