

Inspection of Beckenham Montessori Pre-school

School House, Clare House Primary School, Overbury Avenue, Beckenham, Kent
BR3 6PY

Inspection date: 26 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders and staff create an inclusive, welcoming and safe environment for children. They use the daily routines and activities to help children develop self-assurance and good social and emotional skills. All children engage well throughout the day and develop the confidence to try new experiences. They show good attitudes towards learning and are ready for what comes next.

The curriculum is ambitious for all children, regardless of their unique abilities or backgrounds. Staff work well together to help each child achieve well from their individual starting points. All children are keen to join in with the activities, and celebrate their achievements together. They show positive attitudes towards learning new skills, such as walking up and down stairs safely and speaking in front of the group.

Staff share their expectations for positive behaviour with the children. They give children plenty of time to complete activities before a change in routine, and praise them often for their good behaviour and achievements. Children share and take turns and they are respectful and kind towards others. They follow simple instructions well and show high levels of emotional and physical well-being.

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

- Staff sequence the curriculum so that children can explore, practise and learn new skills. Staff frequently encourage children to recall previous learning and prepare them for what will happen next. They help children to learn and remember more over time, in readiness for school.
- Staff implement the provider's curriculum aims well and assess children's progress from their initial starting points. They are good educators and plan challenging activities that widen children's knowledge. Occasionally, they do not build on children's own interests and ideas as they play, to deepen their learning further.
- Leaders and staff place a strong focus on helping children to develop good communication and language skills. They ask questions as they engage children in exciting songs, stories and activities. They introduce new words, such as 'flavour' and 'oxygen', to build on children's vocabulary. Children use language in a variety of situations, including as they stand up and speak in front of others during circle time.
- Some of the children attending speak English as an additional language. Staff work hard to help children use their home languages in their play and to explore different languages spoken at the setting. For example, children show immense pride in correctly identifying and naming different colours in Spanish.
- Leaders and staff are good role models who teach children to be caring towards

others and to have the confidence to share their own feelings. They offer them ongoing opportunities to talk about their emotions, including when they encounter difficulties in their activities. Children share, take turns and learn to regulate their own behaviour well.

- Staff implement care practices consistently. They help each child to manage tasks independently so that they develop good levels of confidence and self-motivation. This is evident in the way that children spontaneously join in with all routines and activities.
- Staff effectively teach children about being healthy. For example, they talk to them about why their hearts beat faster during exercise and why fruit is good for them as they eat at snack time. They help children to develop an early understanding of good health.
- The provider's recruitment and vetting procedures help to ensure that only suitable individuals work with children. Leaders offer good opportunities for staff to receive ongoing training, supervision and support to ensure that they fulfil their roles and responsibilities. The provider is reflective of practice and works alongside staff to keep children safe and well cared for.
- The staff team works well with other professionals, including local schools, to share information about children's needs. This contributes to preparing children for changes in their lives, including the move to school.
- Leaders value working in partnership with parents. Staff engage well with parents, including through positive interactions at pick up times and the sharing of information about children's ongoing learning and development. Children delight in sharing special items from home, further promoting a sense of continuity for children. Leaders' strong emphasis on working with parents, positively impacts on children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use all opportunities to develop children's emerging interests in their play, to further extend their learning.

Setting details

Unique reference number	2702057
Local authority	Bromley
Inspection number	10367674
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 4
Total number of places	10
Number of children on roll	15
Name of registered person	Beckenham Montessori Pre-School Limited
Registered person unique reference number	RP542687
Telephone number	07904697481
Date of previous inspection	Not applicable

Information about this early years setting

Beckenham Montessori Pre-school opened in 2022. It is located within the grounds of Clare House Primary School in Beckenham, in the London borough of Bromley. It is one of three privately owned settings. The pre-school is open each weekday during school term times only. Morning sessions run from 8.30am to midday and afternoon sessions operate from midday to 2.30pm. The provider offers government funded places for childcare and receives early years pupil premium funding for disadvantaged children. The provider employs four staff who work directly with the children. Of these, two staff hold qualifications at level 4 and one holds a qualification at level 3. The pre-school follows the Montessori approach.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The manager showed the inspector around the pre-school and explained how the different areas are used for children's care and learning.
- The inspector spoke to the provider, leaders and staff at convenient times.
- Children approached the inspector to share their interests and to show her what they were doing.
- The inspector observed staff interactions with children during their everyday activities and assessed the impact on children's learning.
- The area manager and the inspector conducted a joint observation of an activity together and discussed the impact of teaching on children's learning.
- The inspector took account of parents' views about the setting and their children's care and learning.
- The provider made available a range of records and documentation for the inspector to sample.

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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