

Little Montessorians Pre-School



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

Inspection date

21 May 2015

Previous inspection date

5 October 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Staff are highly qualified. They use the skills they have gained from professional qualifications, diverse training courses and rigorous supervision meetings, to ensure that the quality of their teaching is outstanding. Therefore, children make exceptional progress in their learning.
- Staff provide an extensive range of high-quality, challenging activities and experiences that meet the needs of children across all the areas of learning.
- Children's outdoor experiences are exceptional. They have first-hand access to many aspects of nature. They explore, investigate and discover new and exciting things as they examine the natural environment around them.
- Children develop extremely secure attachments with their key persons. They form trusting bonds that helps them to feel safe and secure.
- Children are extremely well behaved. They are highly motivated and eager to learn.
- Children are excellent communicators. Their language abilities and confidence to express themselves are testament to staff's excellent teaching skills.
- Partnerships with parents are extremely strong. Parents are encouraged to become fully involved in the life of the pre-school. This excellent partnerships ensure extremely effective communication and supports continuity in children's learning.
- Safeguarding children is a high priority. Staff are fully trained and thoroughly understand their responsibilities to safeguard and protect children.
- The provider has used recommendations from previous inspections and suggestions from other professionals, to drive extensive improvements. She has used these improvements to deliver exceptional learning experiences for the children.

What the setting needs to do to improve further

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

- strengthen the already rich language environment with even more opportunities to promote words and print in children's home languages, to further enrich their learning experiences and show how differences in language are valued.

Inspection activities

- The inspector observed all staff interacting with the children, indoors and outdoors.
- The inspector held discussions with the provider and staff, and spoke to children throughout the inspection.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector took account of the views of parents, by speaking to them on the day and reading many examples of feedback and comments.
- The inspector looked at planning, self-evaluation, records of children's progress and sampled a range of other documentation, including policies and procedures.

Inspector

Jennifer Forbes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children make excellent progress in their learning because the high numbers of staff mean that children enjoy high-quality, individual teaching. Children are free to choose from the extensive variety of resources which help them to become independent learners. Staff also plan focused activities to promote children's development in the areas of need they have identified through their skilled observations and assessments. For example, staff set up an activity using coloured paper strips which ignited children's curiosity. Children used their fingers to fold and shape the paper into patterns, strengthening their fingers in readiness for learning to write. They used their imaginations to make structures and explained what these represented to them. Staff speak several different languages and promote children's language skills extremely well. However, they do not consistently take every opportunity to promote words and print in children's home languages in different ways, to further extend children's learning.

The contribution of the early years provision to the well-being of children is outstanding

Children gain exceptional levels of independence. They learn to tidy up and do things for themselves. For example, they prepare their own snacks. They independently wash their hands and display their own names on the snack board to show staff they have eaten. They make their own toast in the toaster, closely supervised by staff. They prepare their own fruit and skilfully use knives for cutting. Staff engage them in conversations about the benefits of healthy eating and they wash up their own plates, putting their leftovers carefully in the waste bin. Children feel safe because staff watch closely over them. They teach children to keep themselves safe through gentle instruction and guidance. Children grow their own food in the garden and use it in cooking activities. Children have excellent opportunities to exercise in the fresh air and learn about different types of weather. They make dens and learn about nature in the forest beyond the garden. They use sticks they find to measure puddles and so develop skills in mathematics, in preparation for school.

The effectiveness of the leadership and management of the early years provision is outstanding

Leadership is inspirational. The provider and staff have an extremely thorough understanding of the Early Years Foundation Stage and demonstrate their enthusiasm and dedication to promoting excellent outcomes for children. Children thrive in this inclusive environment. Staff expertly monitor the development of the children, by keeping meticulous records of their progress. Staff and parents exchange information between home and pre-school to ensure continuous learning. The provider and staff constantly reflect on their practice and seek the view of others to ensure continuous improvements are made to the setting.

Setting details

Unique reference number	EY343347
Local authority	Redbridge
Inspection number	828440
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	31
Name of provider	Sugirtham Manickam
Date of previous inspection	5 October 2010
Telephone number	02085 512 884

Little Montessorians Pre-School was registered in 2006. It is situated in Ilford, in the London Borough of Redbridge. The pre-school opens from 9.15am to 12.30pm on Mondays and Fridays, and from 9.15am to 3pm on Tuesdays, Wednesdays and Thursdays, during school term times. The provider receives funding for the provision of free early education to children aged two, three and four years. There are seven members of staff, including the provider, and they follow the Montessori method of teaching. The provider holds Early Years Professional Status and three staff hold Montessori qualifications at level 4. Of the remaining staff, two hold early years qualifications at level 3.

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