

# Love and Learn Montessori Pre-School

Inspection report for early years provision

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**Unique reference number** EY388163  
**Inspection date** 19/05/2010  
**Inspector** Susan Linda Capon

**Setting address** Bromley Common Village Hall, 110 Hastings Road, Bromley  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Love and Learn Montessori Pre-School was registered in 2008. It is a privately owned provision situated in the Bromley Common Village Hall in the London borough of Bromley. The premises are made up of a large hall with associated kitchen and toilets. There is a secure area for outdoor play.

The pre-school is registered to care for a maximum of 26 children in the early years age group each day, of whom none may be under two years old. There are currently 26 children between two and under five years on roll. The setting supports children with special educational needs and/or disabilities and those with English as an additional language. The children attending come from the local community.

The pre-school opens between 8.45am and 12.15pm each weekday during term time only. The ethos of the setting is Montessori.

There are currently five staff, including the provider, who holds a childcare qualification equivalent to a National Vocational Qualification at level 4. Of these, four staff are qualified. A staff member is undertaking the Early Years Professional Status degree and another is doing the National Vocational Qualification at level 2 in childcare.

The pre-school is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The dedicated, professional, conscientious staff team provide good quality care to meet all children's holistic needs. Children develop confidence, independence and autonomy through selecting their own activities from the wide range of readily available quality resources, taking charge of their own work cycle. Staff carefully ensure all individual children's needs are incorporated into the daily routines, promoting inclusive practice for everyone attending. They have developed their childcare knowledge and skills since being recently registered, effectively implementing their learning into the setting. The ongoing self-evaluation of the provision offered, incorporates the views of all staff, parents and children, enabling the provider to continue to develop the quality of the provision provided. The staff team have forged strong relationships with all parents, providing ample opportunities for them to be fully involved in their child's care, learning and development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop the outdoor area, ensuring it is safe to use in very warm weather and enables children to manipulate their bikes with ease
- ensure all staff develop the use of the regular observations undertaken, incorporating next steps to advise planning of each child's ongoing progress and developmental needs.

## **The effectiveness of leadership and management of the early years provision**

The manager's enthusiastic approach has enabled her to develop an ambitious, friendly, relaxed professional work force, providing good quality care and learning opportunities for each child attending. Everyone implements the well organised policies and procedures underpinning the ethos of the setting, maintaining the children's safety at all times. Rigorous employment procedures and safeguarding checks ensure all staff are suitable to work with the children.

The staff team regularly self-evaluate their provision through their daily procedures. Changes have been made to tighten up security during the arrival and departure of the children and the group intends to offer a lunch club and afternoon sessions once the morning places are fully subscribed. The group is aware the outdoor play area requires improvement and has plans for resurfacing the car park and adding canopies to provide suitable cover from the hot sun.

Staff undertake a thorough risk assessment of all areas of the provision indoors, outdoors and the equipment children access each day. For example, they ensure children understand the beads are not sweets and they lock the gate during the session, preventing children leaving the premises unnoticed. The well deployed staff provide a high adult to child ratio each day, ensuring the children are safe and secure as they play indoors and outdoors each session.

Effective procedures are in place for supporting children with special educational needs and/or disabilities and those with English as an additional language. Individual educational plans ensure children can progress at their personal rate as staff work closely with all professionals and parents involved in the child's care. Makaton signs for activities and the daily routine enable children to recognise what will happen next.

The children's welfare and safety is paramount to the staff team. Staff supervise the children well, while encouraging them to develop their independence skills. Good routines ensure all toys, activities and equipment are suitable, clean and safe for the children to use each day. Staff provide ample opportunities for children to develop their knowledge and understanding of the world about them and the importance of valuing and respecting themselves, friends and the environment. The Bobo doll is used to recreate scenarios, introducing the children to different feelings and diversity issues which may arise. Some staff speak another language and it is intended to offer children opportunities to learn French in the near future.

All staff have developed firm relationships with all parents. Parents are very happy with the care their child receives and know their child enjoys coming. Some

children dislike the holidays when they cannot see their new friends and enjoy the wide range of activities provided. Parents feel the team are fantastic, friendly, approachable and always warm and welcoming. They particularly like the ethos of the provision and some have decided not to take up state nursery places as their child is so settled in the group. Parents receive extensive information through the group's prospectus, policies and procedures, notice boards, regular newsletters, booklets and pamphlets, curriculum plans, open days and special events. They have ample opportunities to make their views or suggestions known through the parent questionnaire, suggestion box or parent representative. Staff encourage parents to share their skills with the group and now offer wood working activities, following discussions with a dad.

## **The quality and standards of the early years provision and outcomes for children**

The newly formed staff team work well together, complementing one another's skills and abilities, providing good quality care on a daily basis. They lay out and pack away all activities, toys and equipment on a daily basis indoors and outdoors, making the environment their own each day. Children's artwork is displayed around the premises developing their confidence and self-esteem as they proudly show their parents their masterpiece. The children are developing a good understanding of safety as they understand they should walk indoors and take care not to throw the sand as they play. They have developed good relationships with the staff team and confidently share any worries or concerns or seek support at new activities.

The children are fully aware of the importance of developing a healthy lifestyle. They enjoy a substantial variety of healthy, nutritious food at snack time and understand how fresh fruit and vegetables supply vitamins to help them grow strong bones and teeth. Specific dietary needs are always adhered to. Children are developing excellent independence skills as they take their snack at a time to suit themselves. They freely select their bowl and beaker, choose which foods to eat and pour their own drinks. The children sit together to eat and tidy away their dirty plates when they have finished. They all enjoy using the portable hand washing facilities, recognising they must get rid of the germs after using the toilet, playing outdoors and before eating. Staff use good hygiene routines at all times, promoting good role models for the children.

Children enjoy regular opportunities to develop their physical skills outdoors as they run, hop and jump, recognising this helps them grown big and strong. Others jump in the puddles or dig for treasure in the garden. Planting is a firm favourite with everyone and children love to fill their own watering cans for watering their potatoes and flowers. Pedalling a bike is quite difficult on the current surface.

The staff team are conversant with the Early Years Foundation Stage curriculum, incorporating this well into their environment. All staff carry out regular observations for each child attending with most incorporating next steps for future development from the evaluation. This information is used to inform future planning across the six areas of learning, ensuring all children continue to develop

and progress appropriately. Observations also provide good information for new and different activities children might enjoy. For example, a child said she wants to be a doctor and staff provided opportunities for children to role play in their own doctor's surgery. Parents are fully involved in personal play plans for their children and staff provide them with suggestions for supporting their child's learning and development at home. For example, they send home the words of current songs and rhymes the children sing in the group and a sounds book encourages phonetic progression. Staff work closely with all other Early Years Foundation Stage provisions individual children attend, promoting continuity of care, learning and development.

All the children are making good progress through the early learning goals. They are appropriately grouped at activities, singing and story time, ensuring their personal needs are met and they receive appropriate support when required. Staff skilfully support the children's learning and developing through appropriate intervention and open questioning. Children are encouraged to dress themselves for outdoor play and to use the toilet independently.

Children are confident in the provision. They quickly separate from their carer, eager to select their own activity from the good range readily available. Children are keen to share their news with the staff, proudly showing them their new Big Sister T-shirt as they now have a baby brother. All the children enjoy books, sharing a story with staff in the comfy book area or reading quietly on their own. They are keen to explore the new kitchen unit as they pretend to bake a cake and wash up the pots and pans. Children are developing good concentration skills as they explore the sequencing equipment or practise their pouring and transportation skills with the specialist equipment. Creating their own masterpiece at the drawing or painting tables is a firm favourite with everyone as they mix the colours to create new ones. Staff encourage children to write their name and add simple captions to their artwork. Children eagerly play with the shaving foam activity, discussing the texture and smell as they learn new words. For example, smooth, sticky and creamy. They enjoy weighing, measuring and mixing ingredients to make play dough. Sand and water are firm favourites as staff offer this on the floor and in trays outdoors. Children are keen to participate in singing activities, particularly enjoying being sleeping bunnies before they say goodbye to their friends. The children are developing a good understanding of sharing and playing cooperatively with one another. Staff regularly praise and encourage the children's achievements, developing their confidence and self-esteem.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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