

# Smiles Montessori Newhall

Forge Lane, Harlow, Essex CM17 9LU



<b>Inspection date</b>	15 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Good reflective practice includes the feedback from staff, parents and children. This provides the management team with a clear focus on what the setting excels at and where there is potential to improve further. Attention to continuous improvement is good.
- Staff know children very well. They use information from parents and their own observations to plan activities that engage and challenge children to make good progress.
- Babies play in a calm and peaceful environment. Staff have a good understanding of how to promote their development. They model basic skills and language effectively, which helps to support learning.
- Strong routines are in place which help to support children's understanding of daily tasks. For instance, toddlers successfully learn how to tidy up at the end of the session. Pre-school children's independence is supported well. For example, they get themselves ready to go outside and they serve their own lunch.
- Support for children who have special educational needs and/or disabilities is effective. Staff liaise with parents and work very closely with external agencies.

### It is not yet outstanding because:

- On occasion, staff step in too quickly with solutions to problems children encounter. This does not always allow them sufficient time to persevere at tasks and work things out for themselves.

## What the setting needs to do to improve further

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

- support children more effectively as they develop their perseverance and learn to work things out for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the management team, staff and children. The inspector discussed an evaluation of an activity with a manager.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of feedback from parents through questionnaires shared at the inspection.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are aware of their duty to promote the welfare of children in their care. There is a named designated person for support and advice. Staff have a thorough understanding of the procedures to follow in the event they have any concerns. Risk assessments are carried out to help managers to identify and minimise potential hazards around the setting. Children are kept safe throughout the day. Staffing ratios in each room are good. This provides opportunities for individual and small-group activities. Regular supervision meetings are focused opportunities for staff to discuss their practice and identify future training needs.

### Quality of teaching, learning and assessment is good

Staff build close working relationships with parents and help them to support children's learning at home. For example, staff provide materials, such as number pots, and sounds of the week to share between home and the setting. The learning environment is well organised and exciting. Children play purposefully and are motivated to take part in a wide range of learning opportunities. Toddlers explore using their imagination. They show delight as they prepare pretend meals, such as chicken pie, and a cup of tea for each other and members of staff. Older children enjoy sharing books about hungry caterpillars and have great fun as they guess what might happen next.

### Personal development, behaviour and welfare are good

Staff are very positive role models. Children form strong bonds with all staff, which helps to support their emotional well-being. Children behave very well. They consistently demonstrate excellent manners and are supported to take turns and share equipment effectively. For example, older children take turns during games and understand the need to wait patiently. They thoroughly enjoy an active game of 'duck, duck, goose', laughing with excitement as they run around the circle back to their place. The excellent outdoor spaces offer very good learning experiences for children. Carefully planned snacks and meals support children's good health and well-being, helping them to grow and thrive.

### Outcomes for children are good

Children are enthusiastic learners. They make good progress relative to their starting points. Babies quickly gain confidence and are encouraged to make choices as they play with their favourite toys. Older children use construction materials independently. They demonstrate a good knowledge of mathematical vocabulary, count and correctly identify shapes as they play. They are well prepared for the next stage in their learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY555706
<b>Local authority</b>	Essex
<b>Inspection number</b>	10081500
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	146
<b>Name of registered person</b>	Jeffrey, Julia Karen
<b>Registered person unique reference number</b>	RP909517
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01279 436090

Smiles Montessori Newhall registered in 2018. The setting employs 20 members of childcare staff. Of these, 16 hold early years qualifications at level 3 or above, including the manager who holds a relevant qualification at level 6. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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