

Smiles Montessori Pre School



Unit One, The Fairway, Bush Fair, Harlow, Essex, CM18 6LY

Inspection date 10 January 2017
Previous inspection date 23 June 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Managers have made significant improvements to the safeguarding procedures in order to protect children in their care. They ensure families receive prompt support and guidance from the appropriate agencies. These procedures have been continuously and robustly tested since the last inspection.
- The quality of teaching is outstanding. Staff are adept at seeing potential learning opportunities. They make the very best use of these to enhance children's potential to gain further knowledge and skills.
- Partnerships with parents are highly effective. The close working relationships contribute significantly to children's sense of security and well-being. Parents say the excellent communication between the setting and home helps them to be fully involved in their children's learning and daily experiences.
- Staff support children's speaking and listening extremely well. They use signing and pictorial symbols to aid early communication and to help all children share their ideas, thoughts and feelings.
- Children who speak English as an additional language, those with challenging behaviour and children who have special educational needs or disability receive high levels of support. The timely interventions from the dedicated team of well-qualified staff contribute significantly to children's achievements and progress.
- Leadership and management of the setting are superb. Those leading the setting communicate a very clear vision to the whole team. They all demonstrate an enthusiasm and commitment to offering children the best possible learning.

What the setting needs to do to improve further

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

- explore further ways for staff to share their expert knowledge and very best practice with other members of the team and evaluate the impact of this on the quality of teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. A thorough review of practice and procedures has been implemented extremely well. All staff are very clear about their duty of care. They know the prompt and decisive action needed where there are concerns about a child. Highly effective partnerships with other professionals help to ensure the necessary information is shared appropriately. This helps to keep each key person fully informed about children's needs. Managers gather detailed data about children's achievements, using it extremely well to track the progress of every child and to monitor the effectiveness of teaching. Staff consistently reflect and plan for further improvement. The training programme is highly targeted, leading to enhanced teaching. The team acknowledges the potential to explore other ways of sharing the very best practice. Robust recruitment, induction and ongoing supervision meetings contribute significantly to the high quality of the setting.

Quality of teaching, learning and assessment is outstanding

Children across the setting benefit significantly from the broad range of interesting and exciting activities. Staff working with the youngest children support their strong exploratory senses. They offer children a wealth of sensory experiences that helps to support them in developing their understanding of the world around them. Older children enthusiastically participate in making their own bedtime story books. The oldest and most able children are using their knowledge of phonics to write simple words. Staff skilfully integrate this with children's creative play experiences. Children in every room show high levels of imagination. They use their previous experiences and knowledge to develop their own ideas. Staff plan precisely for children's individual needs, always including their latest interests. Staff make highly effective use of their observations, assessments and planning, producing regular reports on children's progress and always sharing these with parents.

Personal development, behaviour and welfare are outstanding

Children and staff have excellent relationships. The highly successful key-person system helps children to feel confident and secure. Children are exceptionally well mannered, polite and helpful. Staff make the very most of daily routines to promote purposeful learning. Children spend time learning outdoors every day. Trips to the park and library are particularly popular. On their return, children talk about reading and choosing books. Children benefit from balanced and varied meals. The kitchen team pays close attention to ensuring the children's dietary needs are met. Staff very successfully support children to learn how to keep themselves safe. Children help with simple risk assessments. They use equipment with care and take responsibility for tasks with willing enthusiasm.

Outcomes for children are outstanding

All children make excellent progress from their individual starting points. Toddlers show their ability with numbers as they independently count steps as they come down the stairs. Children are keen writers, using paper and pencils in their role play as they pretend to make lists and appointments. Children are extremely well prepared for school. They show high levels of confidence and independence with a very positive attitude to learning.

Setting details

Unique reference number	EY236797
Local authority	Essex
Inspection number	1067482
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	112
Name of registered person	Julia Karen Jeffrey
Registered person unique reference number	RP909517
Date of previous inspection	23 June 2016
Telephone number	01279422922 07956640180

Smiles Montessori Pre School was registered in 2003. The setting employs 25 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 and above, including the provider, who has early years professional status. The setting opens from Monday to Friday, from 7.30am to 6.30pm, all year round. The setting provides funded early education for two-, three- and four-year-old children.

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