

Inspection of Seedlings Montessori Preschool

227 Poverest Road, Petts Wood, Orpington, Kent BR5 1RD

Inspection date: 23 April 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a very welcoming, calm and settled environment to help to support children's emotional well-being and safety. Children demonstrate that they feel safe and secure, particularly new children who are settling in. Key staff ensure that children who take time to settle are offered the support they require. They consistently give children cuddles, read stories and provide lots of reassurance to help them to feel safe. New children begin to develop close attachments to their key person. Other children settle very quickly. They are confident and independent in their new surroundings. Children very quickly remember and follow the pre-school routines with the support from the highly qualified and sensitive staff team.

The manager and staff implement a varied and ambitious curriculum. They follow the Montessori ethos to help to enthuse children and enable them to become motivated and eager learners. Staff plan for children to enjoy time outdoors to help to promote their good health and physical exercise. For example, children enthusiastically test out their physical skills as they throw balls into a basketball hoop. They show pride in their achievements as they excitedly show visitors what they can do. Staff provide experiences for children to learn about life cycles to help to increase their knowledge of the world around them. Staff promote children's positive behaviour and help them to focus on learning. Children show very positive attitudes to their learning and behave well.

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

- The newly appointed manager has a clear and ambitious vision for providing good-quality, inclusive care and education for all children. They have introduced some changes, and plan to visit local areas to help to promote children's sense of self within the local community.
- The manager has a good understanding of their role to meet the early years foundation stage requirements. For example, they have sound knowledge of their safeguarding responsibilities, and they understand the importance of working in partnership with other professionals and how to promote children's positive attitudes to their learning. This means that children's safety, well-being and learning are of high priority and promoted very well.
- The manager ensures that all children have access to their full free early education funding, particularly children who may not have the same opportunities as others, and children with special educational needs and/or disabilities. This means that children who have different experiences from others in their learning and play are given the best possible start to their early education. All children have positive outcomes.
- Staff implement the pre-school curriculum well. They have very good knowledge of the areas of learning they teach, which combines the Montessori method to,

overall, meet children's individual learning needs well. For example, staff encourage the most able, older children to hold pencils correctly to trace their names. They help children to match and create shapes from pipe cleaners to help to promote early mathematics.

- Children are engrossed when using Montessori equipment. For example, children use their fingers to create letters in powder to help to promote early literacy skills. They concentrate for long periods of time, skilfully transferring coloured water from a large dropper. This helps to promote children's coordination and strengthen small muscles.
- Staff present information clearly during circle time and check children's understanding. For example, older children keenly express what they have learned about the life cycle of a frog. They remember new words, such as 'tadpole', to help to extend their vocabulary. However, some younger children become distracted and disengaged.
- Staff support children's healthy habits. The manager has introduced changes to snack time so that children enjoy a variety of healthy snacks. For example, children enjoy toast, fresh fruit and vegetables every day. Snack time is a very social time among children. They take turns in conversation and remember to pass plates of toast to each other as they say, 'Here you go.'
- Parents praise staff for the support they receive. They comment on how staff help new children and children that require additional support, to settle in. This helps to promote a consistent approach and builds positive relationships with parents.

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:

- provide further support for new and younger children to help them focus, contribute and feel valued during all learning experiences.

Setting details

Unique reference number	EY235081
Local authority	Bromley
Inspection number	10335826
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	26
Number of children on roll	17
Name of registered person	The Evangelical Lutheran Church of England Committee
Registered person unique reference number	RP901761
Telephone number	01689 608512
Date of previous inspection	28 June 2018

Information about this early years setting

Seedlings Montessori Preschool registered in 2002. The pre-school is open Monday, Tuesday and Friday from 9.30am to 1pm, and Wednesday and Thursday from 9.30am to 4pm, during term time only. There are five members of staff, four of whom hold early years qualifications at level 4 or 5. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector valued the views of parents by speaking to several during the inspection.
- Relevant documents were made available for inspection, including evidence of the suitability of staff and committee members.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The manager and inspector completed a joint observation of an activity to assess the quality of teaching.
- Discussions were held with staff about assessing children's learning and development and staff's safeguarding knowledge.

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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