

Inspection of BarleyMont Fairlop Montessori Nursery Preschool & Afterschool

Jean Brown Indoor Arena, Redbridge Sports and Leisure Centre, Forest Road,
Barkingside, Essex IG6 3HD

Inspection date: 25 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are not assured. Some staff are not alert to potential signs that could indicate a child is at risk of harm. They are unclear about the procedures to follow if a child protection concern arises. Children sustain preventable accidents because the outdoor area poses trip hazards that have not been addressed. When children have accidents, staff do not always check for injuries they may have sustained. This means that first-aid treatment is not always provided in a timely way.

Leaders lack awareness of how to provide a well-sequenced curriculum. This means that they are unable to support staff to plan well enough for what children need to learn. Children play with some resources provided. Babies use chalks and crayons to make marks. Toddlers engage in pretend play or run around outdoors. While staff interact with children at some level, their poor teaching skills mean that they do not use these opportunities to build on children's knowledge and skills. As a result, children often lose interest in activities and move from one area to another without engaging in any meaningful play.

Older children have some better-planned experiences. For example, they select their own paints and pour these into pots. They use brushes to mix colours and paint their own pictures.

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

- Leaders have a poor oversight of the quality of provision. They do not monitor teaching and practice closely enough to identify and respond to weaknesses. As a result, the quality of provision has declined since the last inspection.
- Staff do not receive effective training to help them to understand their safeguarding responsibilities. Some staff are unable to recognise when children may be at risk of abuse or harm. They do not know how to escalate safeguarding concerns in line with the procedures of the Local Safeguarding Partners. This means children are not safeguarded well enough.
- Risk assessment is not used effectively. The outdoor area is unsafe in parts because the floor is uneven, resulting in children frequently tripping on overlapping tiles. Although leaders have identified this, action has not been taken swiftly enough to make this area safe or minimise the risks to children. This compromises children's safety.
- Accident procedures are weak. Staff are not sufficiently vigilant in checking if children have sustained injuries after bumps, trips or falls and do not recognise when to check if first-aid treatment is needed. This does not sufficiently ensure children's safety and welfare.
- Leaders do not monitor practice effectively. Teaching is weak, and interactions

with children do not support their learning. Staff lack understanding of their roles, meaning that some routines, including mealtimes, become chaotic. Although leaders recognise some of these issues, training and supervision methods have not been used swiftly enough to address these failings, in order to promote the interests of children.

- Key persons lack knowledge about children they are responsible for, including those with special educational needs and/or disabilities (SEND). They are unclear about whether children have diagnosed SEND and what support or intervention is in place to help them succeed and reach their potential.
- Leaders and staff do not have an effective curriculum in place. They do not identify what they want children to learn during their time at the nursery. Consequently, learning experiences are not well planned. Activities often lack challenge, and children are not supported to gain the knowledge and skills they need in readiness for the next stage in their learning.
- Staff do not plan for children's individual needs. Although some staff can explain children's next learning steps, they do not plan well enough to help children make progress towards meeting these. This means that children do not make the individual progress they are capable of.
- Although some children struggle to concentrate because the environments are often loud and disorganised, they generally understand how to behave well. Children often occupy themselves and build friendships during their play.
- Overall, partnerships with parents are positive. Parents appreciate the positive feedback they get about their child's day and comment that the staff are caring.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff receive training that enables them to understand safeguarding issues and concerns and the procedures to follow in the event of a child protection concern arising or a concern about the conduct of another member of staff	17/10/2025

use risk assessment effectively to identify any risks to children's safety and take action to remove or minimise risks in a timely way	17/10/2025
ensure that all staff understand how to respond to accidents or injuries sustained by children, including providing appropriate first-aid treatment	17/10/2025
provide all staff with training and support that enables them to understand their roles and responsibilities and promote the interests of children	17/10/2025
ensure that key persons fully understand children's individual needs and provide learning experiences that are tailored to help them make progress in their learning and development	17/10/2025
plan and implement an ambitious curriculum that provides children with a breadth of experiences to promote their learning and development	28/11/2025
ensure that staff plan and provide suitably challenging and interesting activities that support children's individual stages of learning and development.	28/11/2025

Setting details

Unique reference number	EY476111
Local authority	Redbridge
Inspection number	10407764
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	75
Name of registered person	Pedagogy Auras UK Limited
Registered person unique reference number	RP902036
Telephone number	02085012673
Date of previous inspection	17 January 2020

Information about this early years setting

BarleyMont Fairlop Montessori Nursery Preschool & Afterschool registered in 2014. It is situated within the premises of Redbridge Sports and Leisure Centre in the London Borough of Redbridge. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 7pm. There are 15 staff employed. Of these, five hold qualifications at level 5, six hold qualifications at level 3 and four hold qualifications at level 2. The nursery receives early education funding for children aged from nine months old.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The manager and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and the inspector shared their observations and evaluations about the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector spoke with the management team about the leadership and management of the nursery and looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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