

# Inspection of Beechoak Farm Montessori Preschool

Church Road, High Beech, Loughton, Essex IG10 4AJ

---

Inspection date: 18 February 2025

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create a learning environment that sparks children's interest, and they are eager to explore. On arrival at pre-school, children excitedly show their parents the recently updated garden area and proudly show them how they use the obstacle course. Children are curious and inquisitive. They show interest in the world around them and comment on things they notice in the environment, such as the shape of windows and colours of bicycles. Children show care and kindness towards the animals that live on the farm, which is located on the pre-school grounds. They say 'hello' to the animals and help to look after them.

Staff support children to follow the behavioural expectations of the pre-school. They teach children the skills to be able to wait for what they want and share resources with their peers. Children demonstrate they understand the rules and boundaries of the pre-school, and they behave well. Children work together to complete tasks. For example, when it is tidy up time, they eagerly put the resources away in boxes and work together to place these back on the shelf. When the room is tidy, they celebrate this achievement together.

Staff read stories to children in a way that excites and engages them. Children answer questions about the books they are read and comment about what they observe in the story. Children recite familiar stories and act these out. For example, children recite the going on a bear hunt story and talk about finding the bear in the cave.

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

- Parents provide very positive comments about their children's experiences at the pre-school. They positively talk about how the staff supported their child to settle when they first started at the pre-school. They say that communication is effective and that they feel involved in their child's learning. The pre-school provides them with activity ideas to extend their child's learning at home.
- The provider has a clear intent for their curriculum and what they want the children to learn during their time in the pre-school. It is carefully planned to help children build on their developing knowledge and skills. Although staff have a good understanding of their children's learning needs, some staff do not consistently implement the curriculum so that all children benefit from the experiences on offer.
- All children, including those with special educational needs and/or disabilities, are supported to make good progress. The pre-school carefully plans the use of additional funding to provide children with tailored interventions to support them to meet their individual targets.
- The provider arranges a wide range of experiences for the children to enjoy.

External tutors come to the pre-school to teach children new skills, such as ballet and football. This also gives children opportunities to develop their physical skills.

- Staff have a good knowledge of their key children. They understand what children already know and what they need to learn next. Staff take time to get to know children and their families and offer advice to parents, for example, ideas of how to positively manage children's behaviour at home.
- Staff help children to think about keeping themselves safe. Together, they discuss the importance of crossing roads safely. They use the on-site road to teach children how to stop on the pavement before crossing the road and how to check for oncoming vehicles before crossing.
- Children are generally independent and try to do things for themselves. They readily put their coats on to go outside. Occasionally, staff do not consistently recognise when children are able to do more by themselves. Some routines are not organised well enough to encourage all children to be highly independent.
- The leadership team at the pre-school uses reflective practice to effectively and swiftly respond to any issues that arise. They take action to address any weaknesses and formulate a plan of how to make necessary improvements.
- Staff comment that they feel supported by the passionate and approachable leadership team. They have regular meetings to discuss their well-being and any training opportunities they would like to access.
- Children's mathematical skills are developed well. They look for numbers, shapes and patterns in the environment. For example, during a painting activity, children learn that colours change when they are mixed together.

## **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:**

- build on the already good practice and seek further ways to help all staff deepen their knowledge of how to deliver the curriculum content
- review the organisation of routines to provide children with more opportunities to become independent and do things for themselves.

## Setting details

<b>Unique reference number</b>	402271
<b>Local authority</b>	Essex
<b>Inspection number</b>	10372156
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	Beechoak Farm Montessori Preschool Limited
<b>Registered person unique reference number</b>	RP523924
<b>Telephone number</b>	0208 502 0006
<b>Date of previous inspection</b>	3 April 2019

## Information about this early years setting

Beechoak Farm Montessori Preschool registered in 1996. The pre-school employs 22 members of childcare staff. Of whom, 16 hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday, from 8am until 5pm, all year round. It provides government funded early education for all eligible children.

## Information about this inspection

### Inspector

Jessica Whiteley

## Inspection activities

- The deputy manager, the owner and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025