

# Montessori Pre-School Nursery

462 Thornaby Road, Thornaby, STOCKTON-ON-TEES, Cleveland, TS17 8QH



<b>Inspection date</b>	7 November 2016
Previous inspection date	26 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the 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

### This provision is good

- Children thoroughly enjoy exploring the stimulating indoor and outdoor play areas, and the extensive range of good quality play resources. They make independent choices and follow their own interests in their play and learning.
- Parents are very satisfied with the high-quality care their children receive. They receive regular updates about their children's learning and development. Staff work closely with parents to help them support children's learning at home.
- Partnership working is very effective. Staff work well with the local schools to support children with their transitions. Teachers are invited to visit the nursery to meet the children who are ready to move on to school.
- Staff are well qualified and have a good understanding of how children learn and develop. Overall, they plan stimulating activities that engage and motivate children to learn. Children make good progress from their individual starting points.
- Staff are kind and caring. They are good role models and help children to listen and show kindness towards each other. Children demonstrate that they feel safe and secure. For example, they confidently interact with visitors to the nursery.

### It is not yet outstanding because:

- On occasions, staff do not provide enough challenge during activities to help children make the best possible progress in their learning.
- Some elements of the routine are less thoughtfully planned to avoid disruptions to children's play and learning.

## What the setting needs to do to improve further

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

- provide children with consistently higher levels of challenge during activities, so that they make more rapid progress in their learning
- review daily routines and consider ways to minimise disruptions to children's play and learning.

### 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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. A wealth of policies and procedures is implemented that helps to keep children safe from harm. Staff have a good awareness of how to identify and report concerns regarding the welfare of a child. Robust risk assessment procedures help to ensure that staff are vigilant about any potential hazards so they can minimise these appropriately. The manager has an accurate understanding of the quality of the provision. She considers the views of staff, parents and children when deciding how to further develop the nursery and improve the outcomes for children. Regular supervision supports all staff to understand their roles and responsibilities. It enables training to be identified and help improve staff skills. New monitoring systems are used well to help identify where individual and groups of children require extra help.

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

Staff support children's communication and language skills very well. For example, they model words that help to extend children's understanding and vocabulary. Older children learn new words, such as ingredients, to describe items in the recipe book for gingerbread. Staff help children to develop their play and extend their thinking through well-timed questions and prompts. Children's exploration and investigation skills are supported well. For example, older children thoroughly relish playing in the baker's shop where real-life objects inspire their play. Babies delight in painting pictures and the one-to-one support of staff encourages them to explore with musical instruments and the sounds of animals. They are keen to look at and read books both with staff and independently. Young children enjoy learning about the world around them. They use tractor wheels in the paints to explore how to make marks. Staff sensitively follow children's individual interests and are attentive and supportive.

### Personal development, behaviour and welfare are good

Children and staff have good relationships. Babies are happy, settled and have close emotional attachments to staff. Children behave well, use good manners, share and take turns. Healthy lifestyles are promoted well. Children enjoy freshly prepared, homemade meals. They manage their self-care skills well. For example, all children are encouraged to wash their own hands before they eat, and brush their teeth after lunch. Children learn about their similarities and differences. For example, they have discussions when reading books about similarities and differences, supported by displays of different festivals.

### Outcomes for children are good

Children display high levels of motivation and are enthusiastic about learning. Babies enjoy being physical. For example, they climb appropriate apparatus and are encouraged to manage small, age-appropriate risks safely. Older children participate animatedly in favourite stories. They join in with the words and actions and pretend to make the gingerbread man and chase him while singing the well-known song. Young children investigate how much water they can fit into containers. Children of all ages make good progress, including those who receive funding. They are ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY419249
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1065619
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 12
<b>Total number of places</b>	65
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal Partnership
<b>Registered person unique reference number</b>	RP905571
<b>Date of previous inspection</b>	26 September 2013
<b>Telephone number</b>	01642750113

Montessori Pre-School Nursery was registered in 2010. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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