

Childrens Montessori

Next to 24 Green End, Gamlingay, Sandy, Bedfordshire, SG19 3LB



Inspection date

22 June 2018

Previous inspection date

10 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider and staff develop good partnerships with parents. For example, they communicate with them in a variety of ways and hold parents' consultation meetings to share information about their children's learning.
- Children enjoy exploring a range of different resources, and they especially enjoy sand and water play. Younger children talk about what they are making with sand and express their ideas well. Older children enjoy exploring how to make water flow and ask many questions to develop their knowledge further.
- The provider and staff understand the importance of evaluating their practice and identifying areas to improve. For example, since the last inspection they have developed a more-natural outdoor area. Children are able to observe mini-beasts in the bug hotel and they make birdfeeders to encourage birds to visit the area.

It is not yet outstanding because:

- At times, some staff in the pre-school room do not extend children's learning during times that they are engaged in play to promote children's development to the optimum.
- During the busy morning session, the outside area is at times used by all the children in the nursery together. This results in children not having sufficient space to engage in their chosen physical activities.

What the setting needs to do to improve further

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

- strengthen further staff's practice with regard to enabling them to extend and challenge children's learning consistently during play activities
- consider the arrangement of the environment outside and activities on offer to ensure children are supported effectively to engage in physical activity.

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 carried out a joint observation with the provider and discussed staff's teaching skills and children's learning with her.
- The inspector held a meeting with the provider and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including the nursery's safeguarding procedures, complaints log, attendance records, and children's observation and assessment records. She also reviewed the nursery's evaluation documents and discussed other methods of reflective practice.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff confidently explain the procedures they would follow if they had concerns about children's safety or welfare. They have a secure knowledge of the signs to be aware of and their responsibility to report their concerns. Recruitment and induction procedures are effective. The provider ensures suitability checks are in place for all staff and that they complete a robust induction procedure. Staff regularly receive ongoing supervision meetings and training to maintain their suitability. They are encouraged to further their qualifications and undertake training, such as on the Montessori approach to learning. The provider tracks children's progress well. She reviews development records and discusses children's progress and next steps with their key persons to help ensure children continue to make good progress.

Quality of teaching, learning and assessment is good

Staff use observations and assessments of children well. They accurately identify children's next steps in learning and plan a mainly good range of experiences to help them achieve positive outcomes in learning. Staff teach children to think how different resources will react when they drop them in water. Children quickly work out that heavier objects will sink and lighter ones will float. Staff extend their learning even more by asking them to identify their second object as opposite to their first one. For example, if an object sank then they are asked to choose one they think will float. Staff are aware of the differing developmental needs of children and adjust their teaching skills accordingly, to help all children to understand the concepts they are teaching.

Personal development, behaviour and welfare are good

Children behave well and staff value and praise their good behaviour. The provider offers parents and children a flexible procedure for settling children and the good key-person system helps them to form good attachments soon after starting. Children develop strong independence skills, such as in helping to prepare snacks. Children have access to healthy snacks throughout the session and staff use mealtimes well to promote social skills. For example, staff eat with the children and engage in social conversations. Children use the outside space each day for exercise and to engage in imaginative play. They look forward to other outdoor experiences, such as visiting farms, to develop their understanding of the world further.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage of their learning and starting school. Older children know how to hold pencils correctly and many children are able to write their names and other words. Younger children are developing a good understanding of mathematical concepts. For example, they are able to sort objects by colour and easily count to 10 when using pictures in books. Children who speak English as an additional language make superb progress and are able to express their ideas and hold conversations fluently in English.

Setting details

Unique reference number	EY316826
Local authority	Cambridgeshire
Inspection number	1092517
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	30
Number of children on roll	88
Name of registered person	Patricia Louise Jenkins
Registered person unique reference number	RP511408
Date of previous inspection	10 February 2015
Telephone number	07714 821940

Childrens Montessori registered in 2006. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including two who hold qualified teacher status. The nursery opens from 7.30am until 6pm, all year round, except for two weeks over Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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