

Sunflower Montessori Nursery

9 Palmer Street, Frome BA11 1DS



Inspection date	14 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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

The provision is good

- The provider shows dedication and commitment to continually developing the nursery. She works closely with staff and parents to effectively outline areas for improvement, such as enhanced processes for assessing children's development, to improve outcomes for children.
- Staff develop strong and positive relationships with children. They gain lots of information from parents about children's needs and preferences and additional arrangements, such as home visits help them get to know children really well.
- Staff closely observe children's development and promptly outline their starting points. Their precise assessments identify the next steps in children's learning, build on what children already know and ensure children progress well.
- Staff offer well-timed gentle reminders about the boundaries that are in place for safety and behaviour. Children learn to be respectful, to listen and behave well. For example, they enthusiastically get involved in tidying away the activities and learn to share and take turns with toys when playing with other children.
- Partnerships with parents are good. Staff liaise effectively with parents and professionals to ensure that all children get the support they need. The provider's frequent newsletters, staff's daily chats with parents and the regular sharing of assessments of children's learning help keep parents very well informed.

It is not yet outstanding because:

- During some group activities for the older children staff do not clearly explain arrangements for the games they introduce, ensuring children's consistent understanding and involvement.
- At times, staff working with the older children do not encourage them to think and work through problems they encounter, developing children's thinking and problem-solving skills further.

What the setting needs to do to improve further

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

- enhance the support children receive during adult-led activities to develop children's understanding and involvement further
- make the most of opportunities for children to develop their thinking skills further by encouraging them to identify and solve problems for themselves.

Inspection activities

- The inspector observed activities in both of the main play rooms, the outside learning environment and conducted a joint observation with the provider.
- The inspector held a meeting with the provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on messages and questionnaires given to the provider.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of safeguarding procedures. The provider places a strong emphasis on making sure they all regularly update their child protection knowledge through a wide range of training. Staff follow comprehensive risk assessment processes for all areas, successfully identifying and minimising hazards and ensuring children can explore and play safely. The provider follows effective systems for recruiting new staff. She has thorough induction processes, regularly observes the quality of practice and undertakes supervisions to support staff. The provider monitors gaps in the progress that children make to further evaluate nursery practice and the quality of teaching and to help continue to develop the educational provision.

Quality of teaching, learning and assessment is good

Staff get down to children's level and play alongside them, motivating and inspiring children to develop their play further. They role model techniques and ask probing questions to encourage children's speech and ideas. For example, young children copy the staff's actions and experiment making shapes with malleable dough. They make pretend food and place this in the play oven and knowledgeably explain 'its hot' as they take it out. Older children confidently select resources from the interesting activities staff set out. They enjoy expressing themselves through art and craft activities and concentrate intently as they create detailed pictures based on their interests. Staff sensitively interact with children as they create, such as offering them help or encouraging children to discuss their plans. Children talk about the 'fire lamps' they are drawing linked to their experiences of Bonfire Night with their family.

Personal development, behaviour and welfare are good

Staff respond quickly to give lots of reassurance and support when children are upset or need help. Parents are very positive about the caring and friendly staff team. Staff set up the nursery playground well, so that children are motivated to be active in the fresh air. Children develop their physical skills effectively. For instance, they test out their ball skills and use hoops and obstacle courses to experiment balancing and jumping. Staff develop good links with the local community to support children's understanding of the world. For example, they take children regularly to visit the elderly residents at a local home. Children enjoy joining in with music and singing sessions and plant flowers in the gardens.

Outcomes for children are good

Children's communication and language develop effectively, including children who require additional help and those who speak English as an additional language. Children communicate their needs, they listen attentively and learn new words. Children's literacy skills develop well. For example, they readily explore books and listen well as staff read them stories. Older children learn to recognise and make marks for letters of their names. Children develop curiosity and positive attitudes towards learning. They learn to be independent and develop their sense of responsibility well. Children gain the necessary skills in readiness for their move on to school. Children who have special educational needs and disabilities have good opportunities to reach their potential.

Setting details

Unique reference number	EY538074
Local authority	Somerset
Inspection number	10079878
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	36
Number of children on roll	53
Name of registered person	Emmett, Rachael May
Registered person unique reference number	RP538073
Date of previous inspection	Not applicable
Telephone number	01373453853

Sunflower Montessori Nursery registered in 2016. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications ranging from level 2 to 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

