

Annabel's Montessori School



Christ The King Church Haldens, WELWYN GARDEN CITY, Hertfordshire
AL7 1DH

Inspection date	14 January 2019
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

This provision is good

- The management team make good use of the views of staff, parents, children and the local authority to evaluate and improve many aspects of the nursery.
- Children learn to take turns, express their views and be confident and independent in readiness for school. They are polite, well-mannered and clearly understand the standards of behaviour that are expected of them. Children and staff provide visitors with a very warm welcome.
- Children have daily, small group-time sessions with key persons. They talk about their family members and those of other's. Children show that they feel emotionally secure and valued.
- Staff plan a wide range of activities to promote children's interest in problem solving. Children make good progress in their literacy and mathematical development. For instance, staff support children to recognise numbers and letters as they complete a range of challenging games and puzzles. Staff help children to work out things on their own.
- Staff do not always extend opportunities for children to raise their awareness of similarities and differences, for example, with regard to the local environment and communities beyond their own experiences.
- At times, staff working with the older age range do not give children enough time to think and respond to the questions they ask.

What the setting needs to do to improve further

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

- extend support for children to learn about the local environment and communities beyond their own experience
- provide older children with more time to think and respond to questions.

Inspection activities

- The inspector observed children playing indoors and in the outside learning environments, with staff, their friends and independently.
- The inspector spoke to parents, staff and children.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and deputy and discussed how they support staff, organise the setting and monitor children's progress.
- The inspector sampled a range of documents, including policies, staff records and evidence of suitability checks.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of leadership and management is good

The management team and staff have clear roles and responsibilities. Safeguarding is effective. Recruitment, vetting and the induction of staff are robust. The management team meet regularly with staff to observe practice and support children's progress. All staff are recently trained in the 'Prevent' duty guidance and child protection. Staff manage children's behaviour positively. Further training is effectively developing the quality of staff's teaching skills. Staff position themselves well to supervise children moving safely around the room and the outdoor area. Records of attendance, accidents, incidents and complaints are audited. This helps staff to assess risks following accidents and to identify and deal appropriately with any concerns about children's welfare and safety.

Quality of teaching, learning and assessment is good

Staff gather and make good use of information from parents to identify children's abilities when they start. Staff successfully build on children's previous learning to help them make good progress. The management and staff closely monitor children's progress, identify any gaps in their learning and plan to close them through individual and group activities. Staff interact effectively to keep children engaged in learning and to help each child achieve well. Staff successfully extend children's communication and language. For example, staff introduce new words, such as, 'cold', freezing, Antarctica and 'flippers' as children decorate penguins after they show interest in their weekly nature lessons about winter and wildlife.

Personal development, behaviour and welfare are good

Staff use information from parents and other professionals to carefully meet each child's care, health, physical and dietary needs. Parents comment on how the positive and relaxed relationship that staff and children have helps children to feel secure. Staff effectively support children's independence during daily activities and regular routines. Staff provide regular opportunities for children to have exercise and be active. Children develop good control over their physical movements. For instance, older children use large movements to dig in soil, while toddlers scoop sand with long-handled spades. They make more controlled movements with small glue sticks and brushes, as they make penguins using coloured cards and glitter.

Outcomes for children are good

All children make good progress and gain good skills for their future learning. Children develop good mathematical skills. For example, toddlers confidently know that the 'pizzas' they have made from dough are 'circles'. Older children listen carefully to staff and follow instruction well, for example, when playing group games and during circle times.

Setting details

Unique reference number	EY540314
Local authority	Hertfordshire
Inspection number	10079917
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 - 5
Total number of places	40
Number of children on roll	39
Name of registered person	Johal, Jagvinder Kaur
Registered person unique reference number	RP900215
Date of previous inspection	Not applicable
Telephone number	07931364215

Annabel's Montessori School nursery registered in 2016. The nursery is open each weekday from 9am to 3pm term time only. There are seven members of staff. Staff hold appropriate early years qualifications from level 2 to 6. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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