

The Denning Montessori School



Fawley Village Hall, Fawley, Henley on Thames, Oxfordshire RG9 6JA

Inspection date	29 January 2019
Previous inspection date	16 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager has high expectations and evaluates the quality of the nursery well. She considers the views of staff and parents and has a clear vision and plan to continually improve outcomes for children.
- Staff share information with parents about children's progress. They inform them about what children do at the nursery and provide ways to extend their learning at home.
- Staff complete regular observations and assessments of children's learning. They use this information effectively to plan a range of activities for the next stage in their development.
- The small and friendly staff team are caring, sensitive and responsive to children's needs. Children are valued and respected and receive regular praise which contributes towards raising their confidence and self-esteem.
- Children show kindness and consideration for others. They respond positively to sensitive reminders from staff to share, take turns and listen to what their friends have to say.
- On occasion, staff do not extend or enrich the learning experiences for children, to help them make the best possible progress.
- Although, staff benefit from a range of regular training experiences, the monitoring of staff practice does not focus precisely on their individual development needs, to help raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- use all opportunities to fully extend children's interests and learning during their everyday activities
- enhance systems for monitoring staff performance to identify more precisely where further support is needed, to help raise the good quality of their teaching to the highest level.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff attend regular child protection training and have a secure understanding of the possible signs of abuse. They know the steps to take to protect children and report concerns. The manager and staff follow robust policies and procedures, to ensure the welfare and safety of children at all times. Recruitment and vetting procedures are robust. New staff complete a thorough induction process which helps to ensure they understand their roles and responsibilities. The manager monitors children's assessments well. This helps to identify where children require additional help to narrow possible gaps in their development. Partnerships with other professionals and schools are strong. Staff work closely to share information about children's care and learning.

Quality of teaching, learning and assessment is good

Staff offer home visits, take time to settle children into the nursery and make sure they meet children's individual needs well from the start. Children are busy explorers. They confidently make independent choices about activities and spaces where they want to play. Children use their senses and natural curiosity to learn effectively. For example, they explore the changing properties of ice, paint the ice and their hands and describe what they see and feel. Staff encourage children to count and compare different sizes, shapes and colours. This helps to support their good mathematical skills effectively. Children develop an early understanding of technology. For example, they take photographs of their art work, to proudly show visitors and staff.

Personal development, behaviour and welfare are good

Children take pride in managing tasks for themselves. For example, they learn new skills, such as tipping and pouring. When spillages occur they calmly clear up and try again. Staff teach children to respect other people's cultures. For example, children enjoy dual-language books and excitedly look at photographs of family members. They play collaboratively and welcome others into their games. Children have plenty of opportunities to be physically active. For example, they dig in the soil, explore nature and practise their climbing and balancing skills. Children learn to keep themselves safe. For example, they know to be careful on wet play equipment and tidy away resources from the floor when they finish playing. Staff conduct risk assessments to help identify hazards and to ensure premises and resources are safe and suitable for children.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. They learn to identify their names and confidently find their name card when they arrive at the nursery. Children develop their small-muscle skills. They hold pens and pencils using the correct grip and show confidence using equipment. Children are able to concentrate on different tasks. They gain valuable skills that prepare them well for their next stages in learning and eventual move to school.

Setting details

Unique reference number	116750
Local authority	Buckinghamshire
Inspection number	10072304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	18
Number of children on roll	16
Name of registered person	Blain, Jennifer Lynn
Registered person unique reference number	RP511828
Date of previous inspection	16 March 2016
Telephone number	

The Denning Montessori School registered in 1992. It operates from Fawley Village Hall in the village of Fawley, Oxfordshire. The nursery school is open from 9.10am to 12.25pm on Monday and Friday, from 9.10 am to 4pm on Tuesday and Thursday and from 9.10 am to 1pm on Wednesday. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery operates a forest school facility and follows the Montessori teaching method. The nursery employs six members of staff, of these, one holds a qualification at level 3 and five hold relevant qualifications at level 4 and above.

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