

# Rainbow Montessori Nursery

Scout Association, The Scout Hut, Hollybush Lane, Burghfield Common, READING, RG7 3FL

## Inspection date

Previous inspection date

13/12/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff observe children regularly, which enables them to plan appropriate next steps in children's learning and development.
- Children behave well because staff model expected behaviour consistently
- Children's needs are quickly identified and met through robust and effective partnerships with parents.
- Children are confident learners because staff use good questioning techniques to help extend their learning and development.

### It is not yet outstanding because

- Staff do not always ensure that outdoor resources are accessible to all children. This limits some children's opportunities to explore sound outside.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff, parents and children and held discussions with the provider
- The inspector examined documentation including a representative sample of children's records, evaluation documentation and staff suitability records.

## **Inspector**

Josephine Adeyemi

## Full report

### Information about the setting

The Rainbow Montessori Nursery opened in 1993 and re-registered in 2013, following a change in legal entity. The nursery is registered on the Early Years Register. The nursery is privately owned and managed by the two joint owners. It operates from the Scout Hut in the village of Burghfield Common, near Reading, Berkshire. There is an enclosed outdoor play area and an allotment close by which the children visit and help care for.

The setting is open each weekday during school term times from 9 am to 1:30 pm with the option during the summer term for older children to attend until 3 pm. There are currently 31 children on roll. The nursery receives funding to provide free early education for children aged two, three, and four years. There are seven members of staff who work with the children all of whom hold a recognised child care qualification to level 3 or above. One of the owners has Early Years Professional Status (EYPS). The setting follows the Montessori philosophy of education. The nursery supports a number of children who have special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance children's learning by ensuring that they can reach resources to enable them to experiment with sound in the garden.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff are knowledgeable about how children learn and teaching is based on their secure understanding of the seven areas of learning. Children make good progress because staff make effective use of challenging educational programmes that support children's learning and development. Staff use positive questioning techniques which encourage children to think about what they are doing. They listen patiently to children, give them time to consider their answers and perceptively extend their thinking. This helps children to become confident to express themselves. Overall, staff use every opportunity throughout the setting to further develop children's learning and independence. For example, staff support children to build with construction bricks. Staff ask children what they want to make and then offer suggestions as to how children can use the bricks to build models. However, some activities in the garden are not planned sufficiently well to enable all children to fully engage. For example, some children are unable to reach hanging resources to experiment with sounds.

Staff celebrate children's responses using lots of praise. This encourages children's self-

esteem and confidence. Thoughtful selection and display of resources effectively cover all seven areas of learning both indoors and outside. Real and natural resources create a learning environment that motivates children to learn through play. For example, children enjoy playing with model aeroplanes. They move around the room, pretending to fly to planes, making appropriate sounds to imitate the noise of the plane flying. Staff and children make and adapt resources to suit their purpose. For example, staff and children have made their own weather chart, which helps children to think about the weather outside and the time of the year. This encourages children to develop their own ideas, engage with their creations and explore all possible uses.

Systems for observing and assessing children's progress are effective. Staff gather information from parents when children start. This enables them to identify children's starting points and plan according to their current stages of learning and development. Regular and precise observations and assessments of children ensure staff are able to plan for the next steps in their learning. Staff quickly identify areas in which children need additional support, which means that appropriate support can be put in place to close gaps. Evidence of children's progress is clearly recorded in their files and includes written observations, photographs and examples of children's work. This shows that children make good progress in relation to their starting points.

### **The contribution of the early years provision to the well-being of children**

Good settling-in procedures help children to settle quickly and enjoy their time at the setting. For example, staff make home visits to encourage parents to share information about their children's abilities, family and familiar routines prior to them starting. There is an effective key person system in place. Every child has three key persons, known to parents, which means that children have familiar adults to turn to should they need reassurance. The key persons establish strong partnerships with parents which leads to a shared approach to children's care and learning. The setting operates an open door policy and it is clear through discussions with parents that this system works well. Parents are responsive and work with staff to extend their children's learning and development at home.

Children's behaviour is good, because staff are good role models. Staff talk in quiet voices, model acceptable polite behaviour and work well as a team. This helps children learn how to manage their own behaviour and how to share and take turns with other children and staff. Staff support children to value, respect and care for each other and their environment, focusing on their personal social and emotional development. Staff encourage children to be kind to each other, using a 'kindness tree' to reward and praise children for their acts of kindness and thoughtfulness. Consistent routines help children to flourish and feel secure. Children are encouraged to learn how to manage their own hygiene and personal needs independently. For example, they wash their hands when needed, help themselves to drinks and snacks and dress themselves as independently as possible. Children have healthy snacks and packed lunch boxes. This helps them to adopt healthy lifestyles.

Staff actively promote children's physical skills and their enjoyment of the outside area. Children show boundless energy during outdoor play and activities. For example, they run freely, jump skilfully, skip and climb. Children behave in ways that are safe for themselves and others and are learning to develop an understanding of dangers and how to stay safe. For example, staff discuss traffic lights and their importance with children as they go on a bush walk. Children take part in regular emergency evacuation drills, which helps them learn how to keep themselves safe.

### **The effectiveness of the leadership and management of the early years provision**

The setting is proactive in safeguarding children. Effective, up-to-date training means that staff have a clear understanding of child protection. Staff confidently implement robust safeguarding procedures in order to protect children. All required documentation is in place and reviewed annually. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks. Robust recruitment processes are in place. For example, management take up references, conduct enhanced Disclosure and Barring Service checks and regularly supervise and support all staff to help ensure their suitability.

Leadership is focused and demonstrates a strong commitment to improving the quality of the setting. There are clearly identified priorities for improvement through a sharply focused self-evaluation process. The system actively seeks and uses input from staff, children, and parents to identify strengths and areas for improvement. The management use this information to form the setting's action plans and target areas for further improvement.

Staff have a secure knowledge and understanding of how children learn and the seven areas of learning. This ensures that children have challenging and interesting learning experiences. The management team has developed systems that help accurately observe, assess and monitor each child's progress. As a result, all staff are involved in planning children's learning weekly. They clearly identify each child's strengths, weaknesses and next steps in their development to provide individually targeted support. The manager monitors the impact of staff's practice on children's learning and has high expectations of staff. Staff have regular supervision meetings and a yearly review where their professional development is discussed. This enables them to agree appropriate training to attend that will improve the quality of the children's learning experience.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	EY463696
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	925123
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Rainbow Montessori Nursery
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01189832291

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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