

Colourbox Montessori Nursery

St. John the Baptist Church, Church Lane, Loughton, Essex, IG10 1PD



Inspection date

Previous inspection date

4 February 2015

17 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always use information from their observations to accurately shape the children's further learning experiences and track their progress.
- Self-evaluation procedures and processes to monitor the delivery of the educational programmes, including assessments of children's learning and development, are not sufficiently robust to identify and target areas for improvement.
- There are fewer opportunities for children who speak English as an additional language to embrace their own culture and traditions through purposeful play and planned activities.

It has the following strengths

- Children benefit from a well-resourced, homely and stimulating environment. They have access to the outside area in all weathers which enhances children's development across all areas of learning. For example, children delight in leaving footprints in the snow and observing what happens to ice when they bring it back indoors.
- Staff know the children well and form strong bonds with each one. This means children are happy and confident in the nursery and develop a sense of security in their surroundings.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure ongoing assessment is consistently used to monitor and track the children's progress and inform the planning of challenging activities that sharply focus on their precise learning needs, therefore helping them to make the best possible progress.

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

- develop procedures for self-evaluation to ensure targets for improvement are based on rigorous monitoring of practice and enhance processes to monitor the delivery of the educational programmes, including the assessments of children's progress
- support children who speak English as an additional language to become aware of and explore their own culture and traditions through play and the use of resources.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and spoke to staff throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Clair Stockings

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff observe children as they play and have a general overview of their development. However, they do not always effectively use this information to monitor and track children's progress against all areas of their development. Consequently, the planning of activities is not always sharply focused on children's precise learning needs. In spite of these weaknesses, children enjoy their time in the nursery and are appropriately supported to develop their ideas as they play. Children access a developmentally appropriate range of toys and resources covering all areas of learning. For example, they skilfully operate the computer as they manoeuvre the mouse and know how to click on different icons to cause things to happen. Children are listened to, supported to complete tasks and engage in conversations with staff to enhance their language and understanding in activities. This helps to prepare them well for starting school. Children who speak English as an additional language are beginning to have some opportunities to see and hear their home language. Less consideration has been given to providing resources and activities, which support their own culture, traditions and beliefs.

The contribution of the early years provision to the well-being of children is good

Children share warm relationships with the approachable and friendly staff who know them well. A well-established key-person system is in place to support their emotional needs. Children demonstrate a positive approach to learning, and behaviour throughout the setting is good. Staff provide excellent role models and interact well with children, which results in a calm and friendly atmosphere. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play and are offered a range of nutritious healthy snacks. Children sit together and are very sociable. Staff use these opportunities to encourage talk about the morning and to plan future activities. In this way, children's interests are further extended and they learn to listen to each other and form opinions.

The effectiveness of the leadership and management of the early years provision requires improvement

The provider and staff have a sound knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals, to identify some training needs. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further enhance the provision for children. However, defined targets for improvement have not yet been established. In addition, procedures to monitor the delivery of the educational programmes, including assessments of children's progress, are not sufficiently rigorous across all areas of their development. Consequently, any gaps in children's learning or areas where they may need extra support are not always clearly identified.

Setting details

Unique reference number	EY419923
Local authority	Essex
Inspection number	1003337
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	20
Name of provider	Jennifer Timms
Date of previous inspection	17 July 2012
Telephone number	01279 724 029

Colourbox Montessori Nursery registered in 2011. It operates from a church hall in Loughton. The nursery employs five members of staff. Of these, three hold appropriate early years qualifications at level 3 and above. The nursery is open four days a week from 9.15am to 12.15pm on Monday, Wednesday and Friday and from 9.15am to 3.15pm on Tuesday. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

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