

Maynard Montessori - Stebbing



School House, High Street, Stebbing, DUNMOW, Essex, CM6 3SH

Inspection date

25 February 2015

Previous inspection date

24 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are excellent role models. They speak to each other and the children respectfully, which demonstrates to the children how they should treat others.
- Staff nurture children's independence skills exceedingly well. They encourage them to do everyday tasks for themselves with confidence, such as preparing their own snack.
- Children are very happy in this nursery, because staff are extremely caring and supportive. They have strong attachments with their key persons and demonstrate their trust for them very quickly after joining the nursery.
- Staff provide an environment that is rich in resources, which is exciting for children to play and learn in. As a result, children enjoy their time at nursery and remain engaged in activities for sustained periods of time.
- Staff have a secure knowledge of safeguarding and child protection. They encourage children to help to keep themselves safe, for example, to walk inside and to sit properly on chairs. Consequently, staff consistently protect children's safety and welfare.
- Staff have very strong partnerships with parents and have effective strategies in place to involve them in children's learning. For example, staff provide learning packs for parents and children to do together at home.
- Staff work closely with other professionals to support children with special educational needs and/or disabilities. This ensures that their individual learning needs are well met.

It is not yet outstanding because:

- On occasions, some staff do not always maximise opportunities to extend children's thinking and learning to the very optimum.

What the setting needs to do to improve further

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

- strengthen some staff's use of probing questions and resources in order to ensure that the quality of teaching is of a consistently first class standard and, therefore, enhances children's learning to the very optimum at all times.

Inspection activities

- The inspector observed children taking part in a range of activities and spoke with the staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager and held a meeting with her and the nursery director.
- The inspector saw evidence of Disclosure and Barring Service checks and suitability, qualifications and training of staff.
- The inspector looked at a range of policies, procedures, risk assessments and the nursery's self-evaluation form.
- The inspector spoke to parents and has taken account of their views.

Inspector

Katherine Hurst

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is generally very good. Staff support the children in the acquisition of their language skills and new vocabulary so they can communicate well with others. They engage them in conversations during play and introduce new words, such as 'reverse' and 'nocturnal'. Some staff do not always consider how they can extend children's learning. For example, they do not consistently ask probing questions or make optimal use of the available resources to enhance children's knowledge and understanding even further. Nevertheless, children make good progress towards the early learning goals. Staff regularly use printed letters during play and children name words that begin with particular sounds represented by the letters. This enhances their early reading skills and prepares them for future learning in school.

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

The learning environment is exceptionally calm and fosters cooperative play. Settling-in procedures are impressive and staff support children extremely well during important changes in their lives. Children are extremely confident and motivated to learn, because staff are highly skilled at ensuring that each child feels truly valued. Children choose whether they play inside or outside at all times, and those who learn more effectively in the outdoor environment really flourish. Staff extend children's understanding of how to be healthy. For example, they carefully explain to children that they must wash their hands after they have coughed or sneezed into them to 'get rid of germs'. Children develop an excellent understanding of how to manage risks independently. They use real tools, such as, large metal spades, in the outdoor sandpit and learn how to use them safely. Children know that they wear slippers to protect their feet. Staff promote friendly behaviour and give sensitive support to children to resolve issues themselves. As an argument breaks out at tidy up time, staff immediately step in and remind the boys about using quiet voices indoors.

The effectiveness of the leadership and management of the early years provision is good

The provider, who holds Early Years Professional status, effectively implements her thorough knowledge of the Early Years Foundation Stage. She monitors the quality of the educational programmes and staff performance well. The provider and manager consistently supervise staff and put strategies in place to develop teaching and care practices. Staff are involved in the self-evaluation process. For example, a member of staff recently shared her ideas about creating home learning packs that will support parents to promote children's physical skills. Staff demonstrate their commitment to continuously enhance their teaching and care to benefit the children. Staff are encouraged to attend a wide range of training courses. For example, a member of staff has recently completed training called 'Mark making in messy play'. From this she has introduced the use of different types of play dough to promote children's sense of smell. Therefore, training has a positive impact on children's learning.

Setting details

Unique reference number	EY337575
Local authority	Essex
Inspection number	849230
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	49
Name of provider	Michelle Deanna Wisbey
Date of previous inspection	24 June 2009
Telephone number	07811 441 615

Maynard Montessori Nursery was registered in 2009, and is situated in the grounds of Stebbing Primary School. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 4, including two with Early Years Professional status. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.50am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is operated within the ethos of Montessori teaching and has links with four other Montessori nurseries.

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