

Inspection date

28 September 2015

Previous inspection date

25 March 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- There is an extremely strong focus on preparing children exceptionally well for their next stage in learning and move to school. In particular, children become independent learners in an enriching and stimulating learning environment where they are motivated to make choices and are fully involved in their learning.
- Staff use high quality and precise assessments of children's progress, how they learn and their abilities, to ensure all children make excellent progress from their starting points. Staff accurately identify next steps and any gaps in children's learning, meaning they are able to take swift action to ensure effective and comprehensive support.
- The strong and highly reflective management team successfully monitors children's, and groups of children's, progress over time exceptionally well. All staff consistently evaluate their practice and the provision to improve outcomes for children.
- Partnership working at all levels is excellent. There is a positive attitude to multi-agency cooperation. This provides a continuous approach that greatly benefits children with special educational needs. Support and guidance for continued learning at home is excellent. Parents are actively involved in their children's learning from the start.
- There are meticulous arrangements to support very experienced and highly qualified staff's professional development. There is an extremely strong focus on training to meet children's needs, such as the provision of an enabling environment and the extended provision for universal values and life skills.
- Children form excellent attachments with all staff who know them exceptionally well. There is an ethos of celebrating children's achievements, which develop a very secure sense of ownership and belonging. Children are consistently reassured and encouraged in their endeavours. They relish the opportunity to be involved in tasks, gaining a very strong sense of pride in what they achieve.

What the setting needs to do to improve further

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

- limit distractions and noise levels further during group activities.

Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector spoke with children, staff and parents at convenient times throughout the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a leadership meeting with the owner/manager and the deputy manager.
- The inspector sampled documentation, including self-evaluation, written views of parents and children's assessment records.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is outstanding

The management team and staff have an excellent understanding of the Early Years Foundation Stage requirements. Highly knowledgeable staff fully understand and implement comprehensive policies and procedures. Safeguarding is effective. All staff understand their responsibility to report a concern about a child. There is extremely effective supervision, monitoring and training to ensure that experienced and highly qualified staff consistently meet the needs of children. There is an uncompromising drive for continued improvement. Staff's reflective practice and feedback from parents, children and other early years settings, ensure that the provision is thoroughly evaluated. This enables the development of accurate action plans for future improvement, such as the introduction of story sacks to help children's understanding of emotions.

Quality of teaching, learning and assessment is outstanding

Teaching is excellent. Arrangements for staff development are highly responsive to children's needs. Children are extremely motivated and actively involved with their learning, choosing from the rich and vibrant experiences. This is particularly evident in the enthusiasm that more able children show as they challenge themselves further in their reading skills. Children show high concentration, for example, when they transfer beads using a ladle. Staff value children's home languages exceptionally well and encourage children to build excellent friendships and an understanding of different cultures and backgrounds. Children develop very good communication skills. Positive interactions from staff provide clear comments and explanations to build children's vocabulary and understanding exceedingly well. On occasion, group activities are not used to their full potential when noise levels in the room are too high.

Personal development, behaviour and welfare are outstanding

Children are very self-assured and confident, and interested staff value children's choices and support their learning highly effectively. Children develop exemplary behaviour and social skills. Staff are patient and reinforce children's understanding of familiar routines exceedingly well. Children are very aware of these and remind staff to clear a forgotten sand timer away when they have finished using it. There are plenty of opportunities for children to develop their physical skills, such as in their engagement in forest school activities, which has supported children exceptionally well to assess risk independently and to boost their self-confidence. Children's health, welfare and well-being are significantly supported by vigilant staff who are excellent role models.

Outcomes for children are outstanding

Children receive a very successful start to their learning and achieve excellent personal, social and emotional skills so they are very well prepared for their move to school.

Setting details

Unique reference number	EY310081
Local authority	Bristol City
Inspection number	827167
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	52
Number of children on roll	70
Name of provider	Montessori Services Ltd
Date of previous inspection	25 March 2010
Telephone number	0117 9686960

Stoke Bishop Montessori registered in 2005. The nursery is situated in the residential area of Stoke Bishop, Bristol and operates from both floors of a converted property. The nursery is open each weekday from 8am to 6pm for 47 weeks of the year. It provides funding for free early education for children aged three and four years. The nursery currently supports children with special educational needs, those with disabilities and children who are learning English as an additional language. The owner/manager holds Qualified Teacher Status, Early Years Professional Status and a Montessori diploma at level 4. She employs 11 staff; of these, three hold Qualified Teacher Status, three hold Montessori diplomas at level 4, three hold early years qualifications or equivalent at level 3, one is unqualified and one is administration manager. The nursery operates according to the Montessori principles.

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