

Seedlings Montessori at Moorlands



Moorlands Primary School, Kesteven Way, Southampton, Hampshire, SO18 5RJ

Inspection date 7 October 2015
Previous inspection date 11 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the 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 quality of teaching and learning is good because children receive a lot of tailored, adult support to develop the key skills they need for the future. Careful planning and use of specialised resources enable children to achieve.
- Staff know children extremely well and have a good knowledge of observation, assessment and planning to ensure each child's learning needs are successfully met and they are ready for school.
- There is excellent attention to children developing good personal independence and self-help skills. For example, two-year-olds choose their own play resources and return them to the shelf when finished.
- Children behave well, are becoming good listeners and develop good relationships with their key person.
- The setting has clear procedures for the safeguarding of children, which are known to all staff.

It is not yet outstanding because:

- The management's evaluation methods do not always include the views of all parents and all staff to shape future improvements.
- Indoor and outdoor areas are not always used to a maximum to promote children's learning and development.
- Not all parents, particularly the newest, have clear communication about the role of key persons and the setting's policies and procedures.

What the setting needs to do to improve further

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

- strengthen evaluation methods by gaining the views of parents and all staff to shape future improvements
- consider the consistent use of all areas of the environment, indoors and out
- strengthen the communication between key people and parents, particularly for the newest of families.

Inspection activities

- The inspector observed the children's play activities indoors and out, looked at the available resources and read relevant documentation.
- The inspector held a meeting with the manager about their leadership and management, including evaluation methods.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the manager.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is good

The leadership team understands all legal requirements and ensures they are met. Safeguarding is effective. Staff have a clear knowledge of procedures to follow if they are worried about a child or have concerns about an adult. Robust systems are in place for the recruitment, vetting and supervision of staff to ensure their performance is good. Overall, there is regular, self-reflective practice and a drive towards improvement. Staff are well qualified and attend training, for example, on how best to promote the youngest children's talking skills. Staff have a clear picture of their strengths and areas for development. They monitor children's progress and adjust their learning programme accordingly, such as making a small world play area to provide for two-year-olds. Links with the school and other settings are strong with clear lines of communication.

Quality of teaching, learning and assessment is good

Young children make good developmental progress because staff have a secure knowledge of how to promote their learning. The staff understand their role and support children's individual needs well, interacting skilfully and purposefully with them. The specific teaching methods match children's needs. Children show good concentration and perseverance. They fully engage in self-chosen play activities, such as sharing a book with a friend or adult in the comfy book corner, singing spontaneously or painting at the easel. They watch carefully when adults demonstrate new activities, such as sorting and naming shapes into a tray, and then copy them with smiles on their faces. Children listen well and take turns during adult-led activities. These have clear learning aims for the children, such as walking carefully on the line or walking safely while holding scissors.

Personal development, behaviour and welfare are good

Staff offer children a stimulating, safe environment where they feel welcomed, settled and happy. The caring staff team builds good relationships with the children who all show they are confident learners. The newest children quickly settle and learn the daily routines extremely well because of the attentive adult support they receive. Children feel safe; staff have good safety and security procedures in place. The nursery has plenty of space with specifically chosen play resources, furniture and equipment to support children's all-round development effectively. Staff promote children's good health well, placing a strong emphasis on healthy eating during snack time. Children's physical development develops through play outdoors on wheeled toys and the wealth of play activities on offer indoors.

Outcomes for children are good

The outcomes for children's learning are strong because staff successfully observe children, assess their needs and plan effectively for their future progress. Children make typical or better than typical progress from their starting points.

Setting details

Unique reference number	161028
Local authority	Southampton
Inspection number	826090
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	15
Name of provider	Helen Prochazka
Date of previous inspection	11 March 2010
Telephone number	023 8046 2555

Seedlings Montessori at Moorlands opened in 2001. The day nursery and after school club run from one room on the site of Moorlands Primary School, in Bitterne, Southampton. The setting is able to support disabled children, those who have special educational needs and those who are learning English as an additional language. The setting is open Monday to Friday, from 8am until 6pm, for 48 weeks a year. There are four members of staff who work directly with the children, and all hold early years qualifications. The setting receives funding for early education and follows the Montessori approach to education.

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