

Chagford Montessori School



Montessori School, Moor Downes, Moor Park, Chagford, Newton Abbot, Devon, TQ13 8BX

Inspection date	4 November 2015
Previous inspection date	10 March 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- Although the provider is aware of safeguarding matters, and does not place children at risk, they do not always follow the correct safeguarding procedures when they identify a concern. This is also a breach to the Childcare Register requirements.
- Leaders do not monitor the impact of staff practice effectively, through rigorous performance management, to help improve the effectiveness of teaching. Evaluation systems do not include the views of parents regularly to help identify and address areas to improve.
- At times, staff deployment during large group activities does not always successfully support all children to concentrate and listen, which leads to some becoming uninterested and unable to join in.

It has the following strengths

- There is an effective key-person system. Staff know the children well and guide them towards their next steps in learning through well-planned activities specific to each child based on their interests.
- Staff encourage all children to develop independence skills. Children become self-motivated learners who select appropriate activities for their learning needs and quickly gain the necessary skills for starting school.
- Good communication with parents means they feel well informed about their children's next steps in learning.

What the setting needs to do to improve further

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

	Due Date
■ ensure the designated lead for safeguarding is clear on the Local Safeguarding Children Board procedures to follow in the event of a safeguarding concern.	02/12/2015

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

- develop the monitoring systems to ensure that incisive evaluation of the impact of staff's practice leads to more rigorous performance management to help improve the effectiveness of teaching, and includes the views of parents more regularly to identify and address areas to improve
- review the deployment of staff during planned whole group activities to ensure that all children engage in stimulating learning opportunities.

Inspection activities

- The inspector observed the children taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching.
- The inspector interviewed the manager and nominated person.
- The inspector sampled documentation relating to children's progress and safeguarding.
- The inspector talked with some parents and took into account their views.

Inspector

Rebecca Martin

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, safeguarding is effective. There is a robust recruitment and induction process to ensure staff know their responsibilities to minimise risks in the environment and keep children safe. Staff are aware of child protection issues and the signs that may cause concern. However, the provider does not always follow their safeguarding policy, although risk is limited because they do refer concerns, but not always to the appropriate agencies. Self-evaluation is not fully effective to ensure the setting maintains consistently high standards. The provider uses it to identify and address some areas to develop. However, ideas come mainly from staff and it does not always take into consideration the ideas of the parents. Weaknesses in monitoring systems also mean that the provider is not aware of recent changes to the Early Years Foundation Stage. The provider does not make the best use of opportunities to monitor and improve the quality of staff teaching more effectively. As a result, staff do not always access targeted training to help them improve specific aspects of their teaching.

Quality of teaching, learning and assessment is good

Staff ensure children have access to a variety of indoor and outdoor resources that encourage curiosity, independence and challenge. They teach children to use the resources independently and, overall, skilfully question and guide children towards achieving their next steps when needed. Regular and precise assessments mean that staff accurately identify children's next steps. Staff work well with parents and identify children's starting points. This guides their initial assessments and, through monitoring progress, helps them to plan a range of relevant activities to help close gaps in children's learning.

Personal development, behaviour and welfare are good

There is a clear settling-in system, which means that children learn the routines and activities and settle in quickly and positively. Children gain a good sense of themselves and the world around them. Staff celebrate key events in each child's life and children share objects and occasions special to them. This helps to develop their self-esteem and awareness of others. All staff maintain a consistent approach and encourage children to show respect for one another and, overall, behave well. This supports most children to resolve conflicts independently. Children help to prepare for mealtimes with minimal adult supervision and learn to tidy and put away resources after them. Children learn about keeping safe through real-life experiences, such as helping to light the fire pit.

Outcomes for children are good

All children make good progress in their learning, including those with additional needs. Nearly all children start school at the expected level and are ready for their future learning.

Setting details

Unique reference number	EY359539
Local authority	Devon
Inspection number	827725
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 6
Total number of places	20
Number of children on roll	30
Name of provider	Jennifer Rosemary Mylius & Ruth Beck Partnership
Date of previous inspection	10 March 2009
Telephone number	01647 433676

Chagford Montessori Nursery operates from the town of Chagford, on the edge of north-east Dartmoor, in Devon. The setting registered under this management in July 2007, and is managed by a private partnership. The nursery follows the Montessori method of teaching. The nursery is open Monday to Thursday from 9am to 4pm, during school term times. In addition to the proprietors, four members of staff work with the children, all of whom hold qualifications at level 4 or above. The setting receives funding for free early education for children aged two, three and four years.

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.

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