

# St Edmund's Montessori

Little Laver Road, Matching Green, HARLOW, Essex, CM17 0QB



## Inspection date

19 November 2015

Previous inspection date

20 February 2012

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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

- Staff have a good knowledge of how children learn. They provide a wide and varied range of activities that engage and enthuse children, based around their individual needs and interests.
- Staff provide a welcoming environment where children feel safe, happy and settle well. Children form close bonds with their key person, other staff and each other. Staff are good role models. They encourage children to develop good social skills, to use good manners and to show care and concern for how each other are feeling.
- The provider places a high importance on children having access to regular physical exercise and fresh air. Children regularly take part in multisport, yoga and performing arts lessons. They have daily access to the garden and go on regular outings in the community.
- Staff place a high importance on children learning independence in self-care skills and learning how to keep themselves safe. They support children to learn responsibility. Children are given roles, such as health and safety executive and are supported to make sure the nursery is safe for them and other children and staff.
- The manager has high expectations of staff. Her professional development plans and checking of staff's practice ensure that the quality of teaching remains strong. Staff are provided with regular meetings to review their practice and training based on their own ambitions and the needs of the children.

### It is not yet outstanding because:

- Staff sometimes miss opportunities to build on children's thinking and problem solving skills further.
- The management's checking of children's attainment is not sharply focused enough to assess and evaluate the progress made by specific groups of children.

## What the setting needs to do to improve further

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

- provide children with more opportunities to develop their thinking and problem solving skills
- refine the process of checking children's progress, focusing on assessing and evaluating the achievements of specific groups of children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, principal and deputy principal. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

### Inspector

Daniella Tyler

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. Recruitment procedures are robust, ensuring that all staff are suitable to work with children. Staff complete thorough and regular risk assessments of all aspects of the premises indoors and outside, effectively promoting children's safety. Staff understand the importance of confidentiality and have effective procedures in place to ensure that they follow data protection regulations. The management team regularly evaluate the setting to identify their strengths and areas that need improvement. They have already successfully implemented effective changes to help improve the quality of care and learning. The management team welcome the views of parents, children, staff and other professionals to help inform improvement plans. Staff regularly update parents on their children's progress and include their views in assessments.

### Quality of teaching, learning and assessment is good

The well-qualified and knowledgeable staff get to know children well through regular observations and accurate assessments of their capabilities. They use this information effectively to plan activities that are tailored to children's individual learning needs. The manager checks individual children's progress to ensure the appropriate support is provided if there are gaps emerging. This is not as focused on the progress the different groups of children make. Children develop their confidence in leading their own learning. They are inquisitive and easily access a varied range of activities that promote their ability to learn through trying and testing their own ideas. For example, children learn how to squeeze lemons and extract the juice. Staff are skilled in knowing the appropriate times to build on children's learning. They effectively add new words into children's vocabulary. However, staff sometimes overlook opportunities to encourage children to think more for themselves about why things happen and how things work.

### Personal development, behaviour and welfare are good

Staff have high expectations of children's behaviour. They set clear, age-appropriate boundaries and gently remind children of these throughout the day. Staff are deployed effectively to ensure that children are kept safe from harm and receive a good level of interaction. Children are regularly reminded about the importance of good hygiene. Staff support them to understand the reasons behind routines, such as washing their hands after touching the pet guinea pigs and rabbits. Staff support children emotionally with the move to primary school. Children visit the school regularly and join in with their events, such as sports day and nativities.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. Staff provide children with many opportunities to develop their literacy and mathematics skills, both independently and with support from staff. Children are well-prepared for the next stage in their learning, including the move to school.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY431241                       |
| <b>Local authority</b>             | Essex                          |
| <b>Inspection number</b>           | 1032050                        |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Day care type</b>               | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 2 - 4                          |
| <b>Total number of places</b>      | 28                             |
| <b>Number of children on roll</b>  | 29                             |
| <b>Name of provider</b>            | St Edmund's Montessori Limited |
| <b>Date of previous inspection</b> | 20 February 2012               |
| <b>Telephone number</b>            | 01279 739206                   |

St Edmund's Montessori was registered in 2011. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at levels 1, 2 or 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Staff support children's learning by following the Montessori philosophy and principles alongside traditional teaching methods.

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