

The Beehive Montessori School



St Michaels Church Hall, Sycamore Road, Amersham, Buckinghamshire, HP6 5DR

Inspection date	27 November 2015
Previous inspection date	21 September 2010

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

- The manager effectively manages the provision. She monitors staff practice and children's learning carefully and considers how best to make improvements.
- Staff make good use of their qualifications and training to maintain high standards. They reflect on what they learn and share their new skills with colleagues. The quality of teaching is consistently good and children make good progress in their learning.
- Staff build successful partnerships with parents. They help parents understand how young children learn and keep them well-informed about their children's progress. These partnerships support children's learning at home and nursery.
- Staff have good strategies to help children to understand and manage their emotions. Children behave very well for their age.
- Children happily explore and choose activities. They concentrate and are eager to learn.

It is not yet outstanding because:

- Staff do not always fully consider the age and abilities of all children when planning some adult-led activities. Sometimes staff expect young children to sit for too long and they become distracted or disinterested.
- Staff do not always organise the day so that children can move quickly from indoors to outdoors. At these times, children that are active learners become frustrated.

What the setting needs to do to improve further

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

- review the length and content of some adult-led activities to ensure they capture and maintain all children's interest
- improve the organisation of some transition times to ensure the needs of more active learners are consistently met.

Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with staff about their understanding of safeguarding, child protection and first aid.
- The inspector sampled documentation, including children's records, policies and staff qualifications.

Inspector

Sarah Holley

Inspection findings

Effectiveness of the leadership and management is good

The manager understands the requirements of her role and fulfils them well. Safeguarding is effective. She follows robust recruitment procedures to ensure the suitability of staff and that all staff understand their responsibility to protect children. All staff know what they must do if concerned about a child's welfare. Staff have regular opportunities to discuss their performance and to attend training to improve their knowledge and maintain their good standards of teaching. The manager takes account of the views of children, parents and staff when reviewing the provision. She is equally as effective when monitoring children's progress. She uses the information she gathers to plan further improvements that further support children's learning. For example, she has reorganised the book corner to ensure children choosing to look at books are not disturbed.

Quality of teaching, learning and assessment is good

Staff welcome children into the calm and inviting rooms. They encourage children new to the setting to explore the interesting activities and resources. Children have lots of opportunities to develop physical skills for later writing. For example, they clip pegs and complete puzzles. They learn to complete simple tasks carefully, such as pouring drinks and polishing shoes. Children thoughtfully return resources to boxes or shelves after using them so that their friends can find them later. Children that are more active learners thoroughly enjoy opportunities to play outside, where staff organise an equally interesting range of activities. Staff regularly observe children and identify where they may need additional support. They work effectively with other professionals to help close any gaps in children's learning. For example, they plan time to model good language for those children they identify as needing extra help with their speaking and listening skills.

Personal development, behaviour and welfare are good

Staff meet children's care needs well. Staff patiently teach children new to the setting how to handle resources carefully and how to manage their own needs. Children know to put on aprons before messy activities and enjoy washing up plates and cups after meals. Staff teach children to share and consider the needs of each other. They organise opportunities for children to practise these skills, for example, using puppets. Staff provide healthy snacks and daily opportunities for exercise that help contribute to children's physical well-being. Children build good relationships with staff who meet their emotional needs well. Children are happy and confident, and thoroughly enjoy their time at nursery.

Outcomes for children are good

Children discover that learning is fun. They are independent and have consideration for others. They make good progress in their learning and gain a range of skills ready for their future learning and the move to school when the time comes.

Setting details

Unique reference number	107977
Local authority	Buckinghamshire
Inspection number	839513
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	27
Name of provider	Lyndsey Maclaren Nelson
Date of previous inspection	21 September 2010
Telephone number	01753 891613 or 01753 893 321

The Beehive Montessori School registered in 1990. It is situated in Amersham, Buckinghamshire. It is open from 9.15am to 12.15pm on Monday, Tuesday and Thursday, and from 9.15am to 2.45pm on Wednesday and Friday, during term time only. The provider receives funding to provide free early years education to children aged two, three and four years. There are six staff; of these, three hold childcare qualifications at level 4. Staff follow the Montessori methods and philosophy.

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