

# Annabel's Montessori School

Lemsford Village Hall, Brocket Road, Lemsford, Welwyn Garden City, Hertfordshire, AL8 7TT



## Inspection date

9 December 2015

Previous inspection date

26 April 2011

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

- Children are happy and settled. The effective key-person system ensures that parents are aware of who their child's key adult is. Settling-in procedures, and regular follow-up parent discussions, contribute to staff and parents working together to support children's self-esteem and confidence.
- The manager is effective in promoting opportunities for staff to extend their professional development. Regular supervision and appraisals, which includes self-assessments, enable staff to identify their own strengths and areas for improvements.
- Staff consistently promote children's good behaviour. Children learn about appropriate ways in which to behave and they help each other.
- Staff accurately assess children's individual development and provide a range of challenging activities and experiences that meet their individual learning needs. They use regular observations to update assessments and incorporate children's interests into activities that engage them.

### It is not yet outstanding because:

- The manager does not yet check or compare the progress made by different groups of children, in order to sharpen the planning and identification of any gaps that may be emerging.
- The organisation of some daily routines does not take account of children's preferences for where they wish to play, and particularly affects those children who prefer to be outdoors.

## What the setting needs to do to improve further

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

- refine the system for assessing children's progress so that it gives a clear picture of the achievements made by specific groups, in order to sharpen planning where necessary
- review the organisation of some daily routines, taking account of children's preferences for where they wish to play, particularly those children who prefer to be outdoors.

### Inspection activities

- The inspector spoke to a small selection of parents during the inspection and took account of their views. She also spoke with staff and children at appropriate times throughout the inspection.
- The inspector reviewed the provider's self-evaluation record and discussed how the setting reflects on practice to evaluate and improve the setting.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector observed a planned activity and jointly evaluated this with the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified staff team demonstrates a good balance of their Montessori knowledge and early years experience and they work very well together. The manager regularly monitors staff and shares observations of good practice at staff meetings. Additionally, she highlights areas for improvement as they arise to enable staff to make immediate changes that improve outcomes for children. Staff take part in regular and relevant training that supports them in improving their overall teaching. For example, staff recently attended specific training that supports them in focusing on engaging two-year-olds. All staff are involved in evaluating activities and daily sessions to positively impact on how the setting can make ongoing improvements. The arrangements for safeguarding are effective. Staff complete regular child protection training and they understand the procedures to follow if concerns arise. Partnerships with parents are strong. Parents speak highly of the experienced and caring staff team and appreciate the effective communication. Regular stay and play sessions are organised and daily contact books used to ensure that parents are aware of their children's time at the setting. Staff have built effective links with other providers, such as childminders and nannies to encourage continuity of children's care.

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

Staff organise and plan a wide range of stimulating activities and experiences. All staff are aware of each child's ability and ensure that activities are linked to their interests. Children engage in activities that are fun and challenging. They select resources from the wide range available to them and staff expand and enhance their learning. For example, some children use counting resources with ease. They show their ability to count in tens and are quickly encouraged to group and organise numbers into hundreds and thousands. Children are independent and motivated. Their speech and language development is good and during activities staff introduce and repeat new words, adding to their growing vocabulary. Children explore different materials, such as, rice, lentils and pasta. Staff encourage them to talk about the texture and feel of the materials. In addition, they are supported in using a range of tools that promote their all-round physical development.

### Personal development, behaviour and welfare are good

All children have their individual needs met, including very young children that still require a rest. Their confidence and self-esteem are promoted by staff who regularly praise and encourage them. Older children are kind to younger children, showing and guiding them during activities and mealtimes. Close bonds and friendships are observed between children and staff. Children lead healthy lifestyles. They bring a packed lunch each day and are provided with healthy fruit and vegetables, which they independently cut and serve. Effective hygiene routines are followed and children enjoy fresh air on a daily basis.

### Outcomes for children are good

Children are making good progress in relation to their starting points and capabilities. They gain the necessary skills to be ready for school or the next stage of their learning.

## Setting details

<b>Unique reference number</b>	148154
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	864000
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Jagvinder Kaur Johal
<b>Date of previous inspection</b>	26 April 2011
<b>Telephone number</b>	01707 393027

Annabel's Montessori School was registered in 1992. It is privately owned and managed and is situated in Lemsford village hall. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including four staff with a Montessori Diploma. The setting opens Mondays and Fridays from 8.30am until 1pm and Tuesdays to Thursdays 8.30am until 3pm, term time only. The setting provides funded early education for two-, three- and four-year-old children. The setting follows the Montessori philosophy.

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