

Farnham Royal Montessori School

Farnham Lane, Farnham Royal, Slough, Berkshire, SL2 3AX



Inspection date

7 March 2016

Previous inspection date

16 May 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 know the children well. They engage children in their learning and help them all to make good progress.
- Children's development is monitored well through effective assessments. This ensures any intervention required is sought and implemented at the earliest stage, in order to meet children's individual needs.
- Children play in a clean, welcoming and well-resourced environment. They have good relationships with staff and are learning to manage their own behaviour very well.
- Staff have good relationships with parents and other professionals involved in children's care. Parents are kept well informed about their children's progress and given good ideas how to support their children's learning at home.
- The managers have a secure understanding of their roles and responsibilities to maintain robust recruitment and vetting procedures. This maintains the well-being of the children.
- Detailed self-evaluation plans are in place and demonstrate that the managers are fully aware of the nursery's targets and areas for future improvement.

It is not yet outstanding because:

- Children do not always have enough opportunities to develop their awareness of people's differences and to learn about the wider world.
- Children do not always learn about the reasons for the daily tasks and routines in which they are involved.

What the setting needs to do to improve further

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

- create more opportunities for children to develop their understanding of the world, with particular reference to similarities and differences
- enhance children's understanding of the reasons for the daily routines and tasks in which they take part.

Inspection activities

- The inspector observed activities and play experiences available to children.
- The inspector observed interactions between children and staff.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector spoke to some parents about their views and opinions of the provision.
- The inspector sampled documentation and children's development records.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

The managers work well together and they work effectively with staff to maintain a good working relationship. Staff are well supported through regular training and receive frequent guidance and team meetings. Teaching is promoted well by a confident staff. The manager monitors children's progress well to identify and tackle any gaps in learning. Safeguarding is effective. Staff have a secure knowledge of their responsibilities for child protection and have a clear understanding of the nursery's referral policies and procedures. Staff attend regular safeguarding training and keep their first-aid up to date. This helps to keep children safe from harm.

Quality of teaching, learning and assessment is good

All children, including those in receipt of funding, make good progress in their learning and development. They enter the nursery with confidence and happily settle to activities that engage and interest them. Children enjoy the good support offered to them from staff and make good progress in their learning and development. Children enjoy being creative and playing imaginatively. For example, they decorate large boxes, which they pretend are space rockets and use various media, such as paint and writing tools.

Personal development, behaviour and welfare are good

Children demonstrate that they feel safe and secure. They have built good relationships with each other and form trusting relationships with staff. Children are developing a strong awareness of how to be healthy. For example, at lunch time, staff sit with the children and talk to them about healthy food choices and how water is good for them. Children's good health is further supported as they enjoy regular opportunities for fresh air and exercise. Children select activities independently and move around the nursery safely, as risks have been successfully minimised and identified.

Outcomes for children are good

Children progress well in their learning and development, and receive good support from staff. Routines are well established and children are well-prepared for the next stage in their learning. For example, children enjoy learning to read and regularly take home books from the nursery to practise letters and sounds at home. Mathematical learning is successfully interwoven with activities by confident staff. For example, as children colour and paint, the staff talk to them about the different coloured pens and shapes they are making. Children's communication and language skills are well promoted by staff. For example, at circle time, staff ask children questions about the weather and discuss the day of the week and date. Children are well-prepared for the next stage in their learning.

Setting details

Unique reference number	107982
Local authority	Buckinghamshire
Inspection number	845934
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	29
Name of provider	Rochelle Virdee
Date of previous inspection	16 May 2012
Telephone number	01753 526357

Farnham Royal Montessori School registered in 1999. It operates from two buildings in a village hall in Farnham Royal, Buckinghamshire. The nursery is open from Monday to Friday during term time only, from 9am until 3pm, with a variety of sessions available. The nursery provides funded early education for children aged three and four years. There are currently three members of staff working with the children, all of whom have relevant early years qualifications. The provider holds Early Years Professional Status.

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