

# The Denning Montessori School

Fawley Village Hall, Fawley, Henley on Thames, Oxfordshire, RG9 6JA



## Inspection date

16 March 2016

Previous inspection date

29 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 plan a broad range of activities that motivate children to learn. All children, including those who have special educational needs, make good progress in their learning.
- Children learn to play cooperatively and respect each other. Children's behaviour is good.
- Children follow good hygiene routines. They become aware of following safe and healthy practices as part of living a healthy lifestyle.
- Children are emotionally well prepared for the move to school. Staff develop good relationships with the schools children attend and share information to provide continuity for children.
- Partnerships with parents are strong. The regular two-way flow of information helps parents to become involved in their children's learning.
- Staff place a strong focus on children's safety. They help children learn to keep themselves safe through a variety of activities.

### It is not yet outstanding because:

- Occasionally, staff do not make the best use of opportunities to encourage children to develop their early writing skills.
- At times, children do not have the chance to share their thoughts and solve problems, to develop their thinking skills.

## What the setting needs to do to improve further

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

- provide wider opportunities for all children to develop their early writing skills
- enable children to think and solve problems for themselves, to extend their learning.

### Inspection activities

- The inspector checked the provision.
- The inspector spoke with staff, children and parents to gain their views.
- The inspector examined a sample of policies, documents and children's records.
- The inspector observed children and staff during play.
- The inspector discussed the self-evaluation process with the manager.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of child protection procedures. They attend training to keep their knowledge up to date and are aware of the procedures to follow if they have concerns about a child's welfare. The recruitment process is robust. The manager and staff team show a good capacity for improvement. They regularly reflect on the service they provide and actively seek the views of children and parents to help improve the provision. The manager monitors staff performance and children's development effectively. The manager supports staff to attend regular training to help maintain positive outcomes for children. For instance, they have recently had training in promoting diversity in the setting, to develop children's understanding of the world.

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

Staff observe and assess children's individual development well. They plan interesting activities to move children forward to the next stage of their learning. They identify children's individual needs and quickly put support in place where needed. Children engage well in imaginative play. For example, they pretended that the large climbing frame outside was a ship and set off on their travels. Children use a variety of real resources to explore, such as whisks and large wooden spoons as they explore water outside. Staff take children on interesting outings in the local community. For example, they visit a local working steam train and the mobile library.

### Personal development, behaviour and welfare are good

Children feel safe and secure. They form positive relationships with staff. There are good opportunities for children to develop their physical skills inside and outside. For instance, outside children learn to light fires under supervision and develop a good awareness of the natural world. Staff support children's emotional well-being effectively. For example, children share their birthdays with others and bring in items of interest to discuss.

### Outcomes for children are good

All children make good progress in their learning. Younger children develop confidence in their abilities and so are ready to learn. Children explore the environment and make choices in their play. They develop good independence skills. For instance, children serve themselves snack and learn to put on their coats and shoes. Children develop good early mathematical skills. For example, they develop an awareness of shapes, numbers and sizes during play. Children have opportunities to recognise their names, to share books with others and to learn letter sounds. They develop the key skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	116750
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	825126
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Jennifer Lynn Blain
<b>Date of previous inspection</b>	29 September 2011
<b>Telephone number</b>	

The Denning Montessori Nursery School registered in 1992. It operates from Fawley Village Hall in the village of Fawley, Oxfordshire. The nursery school is open from 9.10am to 12.25pm on Monday and Friday, from 8.30am to 4pm on Tuesday and Thursday and from 8.30am until 1pm on Wednesday. Children attend a variety of sessions. The setting is open term time with the occasional offer of a holiday club where there is a demand. The nursery operates a forest school facility. The setting employs four members of staff; of these, three hold relevant qualifications at level 4. The nursery school follows the Montessori teaching method. The nursery receives funding to provide free early education for children aged three and four years.

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