

# Seedlings Montessori Childcare Ltd

The Old Grammar School, Burneston, Bedale, North Yorkshire, DL8 2HX



## Inspection date

21 June 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- All staff are well motivated and contribute to planning a range of enjoyable activities for children. Staff know the children well and have a good awareness of the kinds of activities that keep them interested in learning and help them to achieve well.
- Partnerships with parents and carers are effective. Staff spend time getting to know the children and their families during the settling-in procedures. Feedback from parental questionnaires demonstrate their overall satisfaction with the service provided.
- Friendly and supportive staff place a strong emphasis on promoting children's personal, social and emotional development. They offer praise for children's efforts and encourage good manners, helping to promote positive behaviour.
- Children's health, well-being and physical development are promoted effectively. Children have good opportunities to explore the outdoor play space and they enjoy healthy snacks and a nutritious lunchtime meal.

### It is not yet outstanding because:

- Staff do not organise routines, such as outdoor play and mealtimes, to ensure that children are as highly engaged during and immediately after these routine activities as at other times of the day.
- Information about children's next steps in learning is not always shared often enough with parents to help them build on their children's learning at home.
- Arrangements to work in partnership with other providers are not fully established to gain a full picture about children's learning across the different settings they attend.

## What the setting needs to do to improve further

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

- improve the organisation of routine activities to ensure that every opportunity is used to engage children in purposeful activities, with particular reference to waiting times
- improve the information to parents, about the next steps in their child's learning, so that they can better support their child's learning at home
- enhance ways of sharing information about children with other providers to help gain a broader picture of children's learning on which to build upon.

### 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 provider/manager.
- The inspector held a meeting with the provider/manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views through the questionnaires they had completed for the nursery.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to report any safeguarding concerns and attend regular training. Effective recruitment and induction procedures ensure that adults working with the children are suitable. Staff carry out risk assessments and regularly check areas and resources that children use to help ensure they remain suitable and safe. For example, staff are deployed effectively outdoors to ensure that all areas are supervised well. In addition, staff robustly reinforce rules, such as not to sit or climb on the walls. The well-qualified manager works directly with staff and is successful in supporting and motivating them. She holds regular supervision sessions with all staff to discuss improvements and identify training needs. The manager effectively monitors children's development to close any gaps in their learning. The manager involves staff, parents and children in the process of evaluating the nursery.

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

Staff have a good knowledge of how to promote children's learning and development. They use effective methods of observation to gain a clear understanding of the skills children need to develop. They include these within planned activities to facilitate further challenge. For example, children working on dexterity carefully transfer flour into various containers using different sized spoons and sieves. Children take part in regular discussions with staff as they use more complex sentences to link their thoughts. Staff plan a good range of activities that promotes children's exploration and enjoyment of the natural world. For example, they help children learn how to plant herbs and flowers. Children observe caterpillars and are excited to see them grow. While sharing books and reading stories, children begin to explore letters and sounds.

### Personal development, behaviour and welfare are good

Children are happy and demonstrate that they feel secure and comfortable with the staff, with whom they build a strong relationship. Staff work closely with parents to build a picture of each child's specific needs, likes and dislikes. Staff have a calm approach, offer praise and set good examples. This helps children learn positive behaviours. Children develop a good awareness of the importance of a healthy lifestyle. They enjoy healthy snacks and meals and have lots of opportunities for fresh air and exercise. Staff talk to children about how to look after themselves and children follow good hygiene routines. Children develop independence and social skills as they help each other with tasks. For example, they give out plates and cutlery at meal and snack times.

### Outcomes for children are good

All children make good progress and are well prepared for school. Children's independence is strong. For example, they select a mat and activity off the shelf and put it back when completed. Children communicate well with staff and one another, and confidently share their opinions. Toddlers show confidence as they join in with action songs. Children have good opportunities to develop their literacy skills and understanding of early writing. They enjoy mathematical challenges, for example, they count the number of wood lice they find in the garden, compare sizes and match the colours.

## Setting details

<b>Unique reference number</b>	EY488084
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1054091
<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>	1 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Seedlings Montessori Childcare Ltd
<b>Registered person unique reference number</b>	RP906965
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01677427930

Seedlings Montessori Childcare Limited was registered in 2015. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, two hold level 3, and one holds level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children and follows the Montessori approach to early education.

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