

Montessori Pre-School Central

46 Southfield Road, MIDDLESBROUGH, Cleveland, TS1 3EU



Inspection date

1 November 2016

Previous inspection date

28 January 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- There are times when staff prioritise routine activities in ways which stop babies and the youngest children's play and exploration.
- Observation and assessment are not used well enough to support children who have special educational needs or disabilities or those who speak English as an additional language to help them make the best possible progress.
- Staff do not consistently gather or share information about children's achievements, learning and development with parents, carers or other professionals.
- Parents and carers do not receive a written copy of the progress check when children are aged between two and three years.
- Leaders and managers do not consistently use evaluations of staff's teaching to provide opportunities for them to develop their skills to work with children.

It has the following strengths

- Overall, staff show skills in enhancing older children's self-chosen play. This helps them to engage more in their learning.
- Staff have worked hard to create bright and stimulating environments for children.
- Children have secure bonds with staff. Staff are kind, caring and responsive towards them.
- Some groups of children, such as those who are funded, benefit from experiences which are planned to focus on their language and emotional development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure babies and the youngest children benefit from an appropriate balance of child-led and adult-initiated experiences which enables them to enjoy the freedom to learn through play and exploration	05/12/2016
■ improve the quality of staff's observations, teaching and planned activities to help tailor experiences to meet children's specific needs, particularly those who have special educational needs or disabilities and those who speak English as an additional language	06/01/2017
■ implement partnership working with parents, carers and other professionals, in order to effectively share important information about children and promote continuity of learning	03/03/2017
■ provide parents and carers with a written copy of their child's progress check which is carried out when children are aged between two and three years.	24/11/2016

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

- help staff to reflect on their practice and provide further opportunities for them to develop their skills to work with children, with a particular focus on the quality of their teaching.

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 number of joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning folders and evidence of the suitability of staff working in the nursery.
- The inspector looked at written feedback from parents, spoke to a number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager demonstrates a positive attitude to making the necessary improvements to the provision. She accesses support from the local authority and ensures staff have regular supervision. The majority of staff are trained in first aid and have relevant childcare qualifications. This helps them to deal with emergencies appropriately and they have some understanding of child development. However, observations of staff's practice are not suitably focused on developing their teaching skills. The manager understands the safeguarding requirements. Safeguarding is effective. There are robust procedures in place for recruitment and to report concerns about children's welfare. Staff complete daily risk assessments. This helps to minimise any risks and keep children safe.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. For example, some older children are supported to develop the key skills they need for school, including literacy and numeracy. They show confidence and accuracy counting up to 20. However, staff do not focus their teaching on developing language consistently for all children, particularly those who have gaps in their communication development. Babies thoroughly enjoy exploring the sensory resources and staff model clear words to them. However, they do not make the best use of babies' exploration time as this is sometimes stopped for routine activities. Staff carry out regular assessments of children's progress. However, these do not contain valuable information from parents and other professionals. In addition, they are not shared with parents to keep them informed, including the progress check for children aged between two and three years. During children's play, the majority of staff make observations which they link to the seven areas of learning. This helps to monitor some children's progress.

Personal development, behaviour and welfare require improvement

Staff are good role models for children and promote positive behaviour. They regularly praise children for their efforts. This has a positive impact on children's well-being. However, communication with some parents is not strong enough to effectively promote continuity of care and learning for children. Children learn how to be kind, caring and respectful to each other. Staff help children to become aware of the cultures and communities beyond their own. Some children learn about healthy choices and develop independence as they take part in preparing snack. Older children show control over safety knives and learn how to manage risks for themselves as they cut up fruit. Babies and older children enjoy developing physical skills in the outdoor area as they try to take steps or pedal on bikes.

Outcomes for children require improvement

Some children make steady progress across all areas of learning and work within the range expected for their age. However, the gaps in other children's learning are not closing well enough because some teaching is not fully matched to their individual needs. Most children develop good social skills, independence and good levels of self-esteem. This helps them to be resilient and emotionally prepared for the next stages in their development.

Setting details

Unique reference number	EY382560
Local authority	Middlesbrough
Inspection number	1065271
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	45
Number of children on roll	79
Name of registered person	Montessori Pre-Schools Limited
Registered person unique reference number	RP906053
Date of previous inspection	28 January 2013
Telephone number	01642 252 723

Montessori Pre-School Central was registered in 2008. The nursery employs eight members of childcare staff and a cook. Of these, five hold appropriate early years qualifications at level 3, including one with an Early Years Degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. Children who have special educational needs or disabilities attend. The nursery supports children and families who speak English as an additional language.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

