

Green Gables Montessori Nursery

Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE



Inspection date

21 February 2017

Previous inspection date

5 November 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:

- Staff's knowledge of the child protection policy is variable. They are unsure of the correct procedures to follow if they have concerns about children's welfare or inappropriate practice. This does not ensure children's safety.
- The quality of teaching is inconsistent. Activities and experiences for babies and the youngest children are not always challenging and lack purpose. This does not support them to make the best possible progress towards their individual learning goals.
- Leaders and managers do not effectively monitor all staff's practice or evaluate the impact this has on outcomes for children.

It has the following strengths

- Staff help older children to develop the skills they need in preparation for school. They encourage children to take an active part in making plans for their learning and develop their love of books. Children develop their imagination and are keen to join in with activities.
- Staff who work with babies and the youngest children have an in-depth knowledge of their care needs and individual routines. Children have developed secure bonds with them and are very settled in their established routines.
- Children who have special educational needs and/or disabilities are well supported and make good progress. Staff actively promote inclusion and work with parents and other professionals to meet children's specific developmental needs.

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
■ develop staff's knowledge and understanding of the correct procedures to follow for whistle blowing and child protection concerns, and ensure they are well trained to take swift action in order to keep children safe	28/04/2017
■ improve the quality of teaching for babies and the youngest children and ensure that they engage in meaningful, purposeful experiences which help to accelerate their progress.	14/07/2017

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

- extend the ways to monitor and evaluate the impact of staff's practice and use this reflection to make changes which improve outcomes for children.

Inspection activities

- The inspector had a tour of the nursery, observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as the setting's self-evaluation, children's learning journals and evidence of the suitability of staff working at the nursery.
- The inspector spoke with a small group of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is ineffective. Some staff's understanding of the whistle blowing policy is poor and some do not have an accurate knowledge of the safeguarding children procedures. However, staff remind children to be aware of their own safety in the setting and manage risks for themselves. Staff access a range of training which is specific to their role within the setting. For example, some staff are trained to meet children's specific medical needs. Managers monitor the progress of groups of children within the setting. They access additional funding and use this to provide one-to-one support for children who benefit from this. They monitor the positive impact this has on children's progress, which helps close gaps in their learning. Managers have started to complete observations of some staff's practice, however, this is not robust enough to improve teaching rapidly. Partnerships with parents and other professionals are positive.

Quality of teaching, learning and assessment requires improvement

Although staff are well qualified, the quality of teaching for children is inconsistent. For example, teaching in the pre-school room is strong. Key staff accessed training in using dough and music to develop children's physical skills. Older children enjoy dancing to music and copy movements to manipulate the dough. Babies and the youngest children try out sensory activities staff have prepared. However, staff do not consistently use their teaching skills to enhance their play. This does not support them to make good progress. Staff use their observations of children's learning to inform assessments and plan what children need to learn next. They complete the progress check for children aged between two and three years and share this with parents. Children who have special educational needs and/or disabilities benefit from teaching which is carefully tailored to meet their needs. For example, staff work closely with their key child outdoors. They follow children's individual learning plans and support them to join in with others.

Personal development, behaviour and welfare require improvement

The safety and well-being of children is inconsistent. This does not actively promote all children's welfare. However, children are happy and settled. Staff are positive role models for children. They help them to be kind, caring and well mannered. Children's behaviour is very good and they have high levels of self-confidence and self-esteem. Staff help children to understand what contributes to a healthy lifestyle and encourage them to be independent. For example, young children wash their own hands and enjoy pouring their milk or water independently. Older children enjoy learning physically through outdoor play and use the mud kitchen to develop their mathematical skills. Staff work hard to create environments that are bright and stimulating for children. For example, young children's work is proudly displayed in the rooms.

Outcomes for children require improvement

Not all children make good enough progress. However, children who have special educational needs and/or disabilities have made good progress in their speech and language development through effective one-to-one support. By the time children leave the nursery, they have a range of skills that prepares them for school.

Setting details

Unique reference number	400069
Local authority	North Yorkshire
Inspection number	1064133
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 - 5
Total number of places	39
Number of children on roll	87
Name of registered person	Rachel Clare Wilkinson
Registered person unique reference number	RP906392
Date of previous inspection	5 November 2013
Telephone number	01423 567087

Green Gables Montessori Nursery was registered in 1996. The nursery employs 18 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including the deputy manager who has level 5 and the nursery owner and room leader who have a degree in early years. The nursery opens from Monday to Friday all year round, except for one week at Christmas and New Year and a further week in July. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They are in receipt of early years pupil premium.

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