

# Chapel Grange Montessori Nursery

Chapelstead, Dean Row Road, Wilmslow, Cheshire, SK9 2BU



## Inspection date

16 March 2017

Previous inspection date

20 June 2016

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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:

- Teaching is variable. Some staff working with pre-school children do not have the knowledge and skills to plan and deliver activities appropriate to the ages and abilities of the children. The content of some adult-led activities is too hard for children to understand.
- Staff working with babies do not demonstrate the skills and knowledge to fully promote their communication and language skills.
- Too often during whole-group activities younger children are not fully engaged or interested.
- Staff do not organise and manage activities and routines effectively. For example, children wait around unoccupied for too long while waiting to go outside to play.
- Assessments of staff practice do not always focus precisely enough on identifying how they can raise the quality of teaching to become consistently good.

### It has the following strengths

- Children enjoy and benefit from regular opportunities to play outdoors, where staff help them to develop their physical skills and be active.
- Parents comment that the staff are welcoming and friendly and that their children enjoy attending.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ make sure that staff have the skills and knowledge to enable them to provide appropriate activities that take account of the ages and stages of development of the children taking part</li> </ul>	30/06/2017
<ul style="list-style-type: none"> <li>■ ensure staff in the baby room have the skills and knowledge to enable them to effectively promote communication and language skills.</li> </ul>	30/06/2017

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

- review the organisation of whole-group activities so that younger children are able to participate more fully
- minimise children's waiting times so that children remain interested and occupied at all times and are not left unoccupied unnecessarily
- evaluate more precisely how staff can build on their skills to help raise the standard of teaching to a consistently good level throughout the nursery.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the manager, the administrator and children's key persons. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at documentation, such as children's records, accident forms and children's attendance records.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the pre-school's self-evaluation and plans for improvement.
- The inspector took account of the views of staff, parents and children spoken to on the day.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The manager carries out staff supervision meetings. However, these arrangements are not effective enough to identify and address weaknesses in staff practice and ensure that all children benefit from a consistently good level of teaching. As a result, not enough children are making consistently good progress in their learning. Safeguarding is effective. The manager and staff have a good knowledge of the potential signs of abuse. They know when and where to refer any child protection concerns they may have. The manager has robust recruitment procedures in place to help ensure that all staff are suitable to work with children.

### Quality of teaching, learning and assessment requires improvement

Some staff do not have the skills and knowledge they need to plan and carry out activities that are matched to children's individual capabilities. For example, children are expected to sit for long periods of time listening to adults read complicated text from a reference book that has no real meaning to them. Staff lack understanding of how to simplify the information they are trying to communicate to very young children. These activities are uninteresting and beyond the level of comprehension of the children taking part. During group activities younger children become bored and restless. Staff fail to recognise that these children have lost interest in the activity and repeatedly ask them sit down or turn around, rather than adapting their teaching to meet children's needs. Staff who care for babies and toddlers do not fully promote their communication and language skills. There is lack of consistent interaction. For example, babies playing with blocks bang them together and babble to try and communicate with staff. Staff do not respond to the babies' attempts at communication. Again, during nappy changing staff do not respond or acknowledge the babbles babies make. This does not help to convey that their sounds are important and have meaning. In contrast, children do benefit from good teaching from some members of staff within the nursery. They hold children's attention as they read storybooks with enthusiasm and good intonation. Children have plenty of opportunities to contribute their thoughts about the story and the characters. They giggle and laugh out loud, fully engaged and motivated by this activity. These staff also promote children's mathematical skills well. Children learn to recognise numbers and shapes and to count.

### Personal development, behaviour and welfare require improvement

In the pre-school room, children become restless and bored as they wait unoccupied between activities and when waiting for routines to be carried out. This results in children becoming frustrated and fractious. That said, staff ensure that children are kind to one another and play cooperatively. Children generally behave well. Staff help children to develop a good understanding of the benefits of healthy lifestyles.

### Outcomes for children require improvement

Staff do not use good teaching skills consistently enough for all children to make good progress. However, children do steadily develop some skills needed for their move on to school. Children demonstrate their developing independence skills. Babies are learning to feed themselves and older children put on their own coats and shoes.

## Setting details

<b>Unique reference number</b>	305009
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1055233
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Chapel Grange Montessori Nursery Limited
<b>Registered person unique reference number</b>	RP524130
<b>Date of previous inspection</b>	20 June 2016
<b>Telephone number</b>	01625 532083

Chapel Grange Montessori Nursery was registered in 1996. The nursery employs six members of childcare staff. Five hold appropriate early years qualifications between level 3 and level 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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