

Claygate Montessori School

Claygate Village Hall, Church Road, Claygate, Esher, Surrey, KT10 0JP



Inspection date	30 March 2017
Previous inspection date	9 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager supports staff well. They regularly discuss the children's needs and progress, the range of activities and learning environment. Staff know the children well. They observe them closely and develop individual learning plans that target children's next steps effectively.
- Children are secure and happy. They are confident, independent learners. Relationships between the staff and children are strong. Staff successfully show children how to behave well. Children respond well by sharing their toys and saying 'thank you'.
- Staff provide good support to children who have special educational needs. They work hard to develop strong and positive relationships with parents and by liaising with other professionals.
- Children make good progress across all the areas of the curriculum, especially in communication and language. Staff effectively develop children's speaking and listening skills.

It is not yet outstanding because:

- When children are outside, staff miss opportunities to engage with the older ones and challenge their learning even further.
- Staff do not use all group times as well as they could, to effectively engage all children.

What the setting needs to do to improve further

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

- provide more learning opportunities that challenge older children further when outdoors
- make better use of whole-group times to more effectively engage all children.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke with the manager, staff and children at different times during the inspection.
- The inspector gained the views of parents during the inspection.
- The inspector sampled documentation, including policies and procedures.
- The inspector sampled children's written learning journeys and their records of progress.

Inspector

Teresa Kiely

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know what to do if they are worried about a child's safety or well-being. There are effective policies and procedures to follow that help them to keep children safe. The manager evaluates the effectiveness of the provision well to meet children's needs. This has led to targeted changes that have, for example, engaged parents more successfully in their children's learning. Partnership with parents is good. Staff successfully involve parents in what their children achieve and to support children's individual learning needs consistently. The manager monitors gaps in children's progress closely to ensure they provide children with the support they need. This enables her to focus staff training to meet children's changing needs. This has led staff to better support boys' learning, particularly their personal, social and emotional development, and their speech and language.

Quality of teaching, learning and assessment is good

Children enjoy learning across a range of activities. Staff successfully interact and talk to children to extend their communication and language skills. For example, they work effectively with individual children to teach them about letters, sounds and the words they use. When children construct using blocks of wood, staff question them effectively to think more about what they are making. Staff support children's mathematical development well. For example, they encourage children to work independently and pour different items from one jug to another. They help them to successfully make patterns using different coloured pegs. Staff support children well to learn about nature. For example, children look at insects outside using magnifying glasses to observe the insects in more detail, and talk with staff about what they see.

Personal development, behaviour and welfare are good

Staff support children well to develop good social and emotional skills. If children's play becomes too noisy, staff sensitively intervene to improve the learning for everyone. Staff support children well to develop positive relationships with each other, for example, by helping them to make positive comments to one another. Children have good opportunities to take planned risks in their play. For example, they successfully use long, thin blocks of wood to build and measure, and know how to put these carefully away.

Outcomes for children are good

Children develop perseverance in their learning. They concentrate well when they complete a task on their own or with others. They learn how to read their names from name cards, and older children begin to write letters and words. Children learn to count and identify quantities successfully. Children gain good skills that prepare them well for future learning, including going to school.

Setting details

Unique reference number	EY403015
Local authority	Surrey
Inspection number	1085911
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	13
Name of registered person	Sophie Jane Hardie
Registered person unique reference number	RP907070
Date of previous inspection	9 February 2015
Telephone number	01372 470611

Claygate Montessori School registered in 2008. It is situated in Claygate Village Hall in Esher, Surrey. It is open each weekday during school term time. It operates from 9am to 12.45pm on Monday to Friday. It is open every afternoon from 12.45pm to 3.30pm on four days a week, and is closed on Friday afternoons. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. There are three employed staff. The manager holds a level 4 qualification and the deputy holds a level 3. One member of staff is unqualified. The pre-school follows the Montessori teaching method.

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