

Inspection date	24 April 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- The monitoring and supervision of staff's teaching practice is not yet fully effective. The quality of teaching is variable across the nursery and opportunities are sometimes missed to extend children's learning.
- Arrangements for assessing and tracking children's development are not yet firmly embedded to help ensure all children make good progress.
- The planning of activities is not precisely focused on children's individual learning needs. In particular, group activities for younger children do not always take into account children's ability to listen and concentrate.

It has the following strengths

- Staff encourage children to take part in practical tasks, such as preparing their meals. This helps to develop their confidence and supports their readiness for school.
- Parents praise the nursery staff and believe their children are very safe and well cared for. Staff talk to parents about children's activities and offer helpful advice on extending learning at home.
- Staff give children's emotional needs a good priority. They quickly develop affectionate and supportive relationships with babies and nurture them well. Children in all areas of the nursery are clearly happy and settled.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide staff with support, training and coaching to raise the quality of teaching to a higher level, in order to support all children to make good progress in their learning 	19/05/2017
<ul style="list-style-type: none"> ■ implement effective assessment and planning to build on children's individual learning needs in order to help them make the best possible progress. 	19/05/2017

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

- review the planning and organisation of group activities so that the youngest children are fully engaged and can make the most of the learning opportunities.

Inspection activities

- This inspection was carried out as part of the risk assessment process following information received by Ofsted.
- The inspector observed the quality of teaching during children's activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. A range of documentation was looked at, including staff and children's records.
- The inspector completed a joint observation with the provider and held meetings with her and the manager.
- A number of parents were spoken to during the inspection and their views were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management requires improvement

Methods to support staff and monitor the quality of teaching are at an early stage. Not all staff are confident in planning for the next steps in children's learning. Ways to assess and monitor children's learning have only recently been implemented. The provider is keen to improve the provision. She understands the changes that must be notified to Ofsted. Safeguarding is effective. Staff understand how to attend to child protection concerns. The provider has robust recruitment procedures that help to ensure staff are suitable. Staff assess the safety of toys and equipment. They supervise children carefully as, for example, they use dinner knives and scissors.

Quality of teaching, learning and assessment requires improvement

Staff know about children's interests and some use them well to plan enjoyable activities. However, staff's skills are variable. Some are highly qualified, but lack experience in implementing the learning and development requirements. At times, staff miss opportunities to help children explore materials, such as pasta, in different ways. Staff support children to develop their independence in making choices from the plentiful resources. They encourage children to develop their small-muscle control so they are ready to begin to write. Some staff are good at adapting activities. For example, a staff member shows children a world map so they can discover which country wild animals come from. Children who speak English as an additional language are supported by bilingual staff who understand how to promote children's confidence in learning English.

Personal development, behaviour and welfare require improvement

Children demonstrate good behaviour and learn how to share and take turns. Children are encouraged to be active indoors and outside. Babies crawl through tunnels and develop their mobility skills. Older children take part in running games. Meals are healthy and meet children's dietary needs. Older children prepare and cook their own meals, such as baked potatoes for tea. Parents are asked for detailed information about their children's needs when they first start, including any medication needed. Overall, children settle well and have their care needs met. Not all activities are well planned to motivate children to learn. For example, at the end of the day during a group music activity young children's attention wanders.

Outcomes for children require improvement

Children develop good relationships with staff and each other. They gain some of the key skills they need for the future. Children are eager to take part in activities, although they do not always sustain their interest. Children learn about numbers and can sort objects by size and shape. Most children are working comfortably in the expected range of development for their age. However, the weaknesses in the provision mean children are not consistently supported to make good progress in their learning.

Setting details

Unique reference number	EY543195
Local authority	Cambridgeshire
Inspection number	1096345
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	86
Number of children on roll	40
Name of registered person	Cambridge Montessori Ltd
Registered person unique reference number	RP543194
Date of previous inspection	Not applicable
Telephone number	01223 352472

Cambridge Montessori was registered in 2017 and follows the Montessori method of Education and Philosophy. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications, including five with qualified teacher status including Montessori qualifications. The nursery opens from Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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.

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