

Eastbourne Montessori School

United Reform Church, Watts Lane, Eastbourne, East Sussex, BN21 1NP



Inspection date

6 July 2017

Previous inspection date

27 June 2014

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 well-qualified manager and enthusiastic staff effectively use the Montessori teaching method to support children's learning well. They provide a challenging and stimulating environment, and consistently encourage children to lead their own play and learning. Children are well motivated and make good progress from their developmental starting points.
- Staff are positive and calm. They get to know children very well and help them to form strong relationships. Children are happy and secure, and enjoy their time at the setting.
- The manager and staff work well to effectively evaluate the quality of the provision and their practice. They actively include parents and other professionals in the process. They make continuous improvements to the quality of children's care and learning.
- The manager and staff assess children's development closely and effectively monitor the progress of individual and groups of children. They quickly identify and address any gaps in learning and plan challenging next steps to encourage further progress.
- Parent partnerships are effective. Staff regularly share children's development records and give parents helpful ideas for how they can support children's learning at home.

It is not yet outstanding because:

- At times, staff do not consistently follow up behaviour issues in the best way, so children can recognise how their behaviour can affect others.
- Staff do not fully support children to understand the importance of healthy eating and how it benefits their physical well-being.

What the setting needs to do to improve further

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

- provide children with more consistent support for their behaviour to help them fully understand how their actions can affect others
- provide further support for children to fully understand the importance of healthy eating on their well-being.

Inspection activities

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The ambitious manager closely monitors and evaluates the effectiveness of the environment and ensures that it meets the needs of children successfully. She confidently leads her staff team by example and consistently models good practice. She provides effective support and guidance to continuously improve teaching. The manager and staff make regular improvements to support children's good outcomes. For example, they have improved outdoor learning, such as offering children more opportunities to plant and look after a variety of flowers. Safeguarding is effective. The manager and staff attend regular safeguarding training and have a thorough understanding of how to deal with any child protection concerns, including recognising extremism.

Quality of teaching, learning and assessment is good

The manager and staff track children's engagement in learning throughout the day and accurately record their interests. They use this information successfully to engage children in varied learning. Staff consistently encourage children to choose their own activities and skilfully know when to provide further challenge. For example, as children enjoy drawing plants, staff teach them about the parts of a plant and introduce new language, such as 'stamen'. Staff support children's early literacy development very well. For instance, as children identify pictures of different birds, staff encourage them to recognise their starting letter sounds and find the written name card to match each bird.

Personal development, behaviour and welfare are good

Children are very confident and independent. They enjoy preparing their own snacks, carefully using knives to cut fruit into pieces. Children are respectful of the nursery equipment and make sure that they reset each activity tray after they finish, so that it is ready for the next child. They enjoy daily physical play and exercise, such as playing in the well-resourced outdoor space. Children develop positive social skills and make trusting friendships. They happily include each other in their play and enjoy chatting together about their lives and interests. For example, children enthusiastically talk about their favourite colours, deciding which colour peg to use next as they make patterns on a board.

Outcomes for children are good

Children are very eager learners, who are consistently willing to try new challenges. They enjoy choosing from the wide range of activity trays and concentrate well. For example, children carefully explore magnets and organise objects by their magnetic qualities. Children know they can ask for help and confidently collect 'help cards' to show staff when they would like help with their activity. They count confidently and easily match written numbers to quantities. Children communicate well and use language to express themselves successfully and guide their play. For instance, they take on the role of teachers in their role play and pretend to read stories to the class. Children quickly gain the skills needed for the next stage in their learning and for school.

Setting details

Unique reference number	EY387557
Local authority	East Sussex
Inspection number	1068922
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	2 - 5
Total number of places	16
Number of children on roll	20
Name of registered person	Lucy Claire Forrester
Registered person unique reference number	RP514623
Date of previous inspection	27 June 2014
Telephone number	07946 356271 or 01323430981

Eastbourne Montessori School registered in 2008. It operates from within the United Reformed Church in Eastbourne, East Sussex. The nursery is open between 8.30am and 3pm each weekday, during term time only. The nursery employs three staff, one of whom holds an appropriate early years qualification at level 4 and two at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

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