

# Epping Montessori Nursery

Catholic Church Hall, Church Hill, Epping, CM16 4RA



<b>Inspection date</b>	10 July 2017
Previous inspection date	26 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff are deployed effectively between the indoor and outdoor areas of the nursery, helping to provide supervision and support to children as they play and learn.
- Partnerships with other agencies are effective. Staff successfully work with other professionals, helping them to effectively support children and their families.
- Children develop firm bonds with staff. They are keen to share some of their learning experiences with them and at times seek them out for support.
- Children's independence is promoted well. They take themselves to the toilet and serve their own food at snack time. Children show good physical skills as they carefully cut cucumber into small pieces, ready to eat.
- Children use their imagination well, making up storylines with their friends. For example, they travel in a sit-and-ride car to a pretend land they have seen on the television. When they arrive at their destination they go to bed, pretending that the top of a climbing frame is a hotel room.

### It is not yet outstanding because:

- Staff do not always make the most effective use of assessments to focus more precisely on what children need to learn next, in order to help them to make better than good progress.
- The provider does not consistently focus on how to support staff's ongoing professional development, in order to enhance the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- monitor the tracking of children's ongoing progress to enable them to reach the highest levels of achievement
- extend the use of more targeted professional development opportunities to strengthen staff's existing knowledge and teaching skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through the feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The provider and her staff are aware of the signs and symptoms of abuse. They know what action to take if they have any concerns about a child. The child protection policy is updated in line with national and local changes and is shared with parents. The nursery environment is checked by staff before children arrive each day. This helps them to ensure that any potential risks are quickly identified and either minimised or removed. The manager undertakes all relevant checks to ensure that staff are, and continue to be, suitable to work with children. She regularly monitors staff practice as she works alongside them. Parents and staff are invited to give feedback about the nursery. This helps to inform the provider about priorities for ongoing improvements. The provider makes effective use of additional funding to help staff support children's ongoing good progress.

### Quality of teaching, learning and assessment is good

Staff use a good range of teaching techniques. They observe and plan for all children's needs, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children are encouraged to move between the indoor and outdoor environment for part of the session. They show particular interest in learning about the world around them as they search for insects. Using a magnifying glass and supported by picture clues, children are encouraged to identify what they can see. They initially look under logs and then explore other areas of the garden. Children become very animated when they discover a spider's web and some woodlice. Staff regularly share information with parents about their children's achievements and progress. Parents are also given information about how to support their children's learning at home, which helps to offer children consistency in their learning.

### Personal development, behaviour and welfare are good

Children's health is promoted well. They enjoy a wide range of nutritious snacks and regular opportunities to spend time outside in the fresh air. Children are well behaved. They are encouraged to take part in activities and games that involve sharing and taking turns. Children enjoy the praise they receive from staff and show pride in their own achievements. At the start of each session, staff initiate discussions with children about how to keep themselves safe. Children are provided with opportunities to learn about and value their own and other communities. They enjoy exploring items from other cultures, such as a shiny gold banner that has Chinese writing on it.

### Outcomes for children are good

Children of all ages and abilities make choices and engage in learning. They are active and inquisitive learners who show interest and are keen to explore the variety of toys and activities on offer. Children develop their muscles and coordination skills as they use large play equipment. They think critically as they work cooperatively with others and successfully rebuild balancing equipment. Children enjoy spending time together and make special friendships.

## Setting details

<b>Unique reference number</b>	127806
<b>Local authority</b>	Essex
<b>Inspection number</b>	1089382
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Jennifer Timms
<b>Registered person unique reference number</b>	RP513441
<b>Date of previous inspection</b>	26 January 2015
<b>Telephone number</b>	01992 577 636

Epping Montessori Nursery registered in 1992. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. Sessions are from 9.30am until 3pm on Mondays and Wednesdays, and 9.30am until 1pm on Tuesdays, Thursdays and Fridays. The nursery opens during school term time only. It provides funded early education for two-, three- and four-year-old children. The nursery is operated within the ethos of Montessori teaching.

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