

# Whitchurch Montessori Nursery

St Peters Junior School, School Close, Greenlands, Tavistock, Devon, PL19 9HW



## Inspection date

20 July 2017

Previous inspection date

16 January 2013

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 and staff have a strong understanding of the learning and development requirements. They use this knowledge to plan activities that motivate children effectively. For example, children pretend to ride their bicycles to different shops, and use their imaginations well to develop and act out narratives.
- Staff are encouraged to pursue professional development opportunities to keep their knowledge updated and improve outcomes for children. For example, staff have developed effective activities to help children read three-letter and four-letter words.
- Children have developed secure attachments to staff. Staff attend 'settle sessions' with children during their move to school, to help children feel safe and become familiar with their new learning environment.
- Partnerships with parents are effective. Staff regularly keep parents informed of children's progress and send home books and activities. This helps to provide good continuity in children's learning.
- Children are encouraged to show parents their achievements at the end of each day, helping to support their self-esteem well.

### It is not yet outstanding because:

- Strategies between staff, parents and other professionals are not always consistent to help support children's early writing skills even further.
- Occasionally, staff miss opportunities to further support children's independence during practical activities.

## What the setting needs to do to improve further

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

- ensure staff, parents and other professionals provide children with consistent strategies, to support their early writing skills even more
- make better use of opportunities to enhance children's independence during practical activities, to further prepare them for the next stage of their learning.

### Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children throughout the day.
- The inspector spoke to parents about their views of the provision.
- The inspector looked at relevant documentation, such as safeguarding policies, staff suitability, children's assessments and incident records.
- The inspector observed the interactions between staff and children, and the selection of activities available.

### Inspector

Joanne Steward

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff are knowledgeable about child protection procedures and recognise when children may be at risk of harm. The manager monitors children's progress well and provides additional support to those who have special educational needs and/or disabilities, to close the gaps in learning successfully. Self-evaluation is strong. The manager and staff are passionate about improving outcomes for children. For example, outside professionals attend 'coffee mornings' at the nursery to share information about children's development, in preparation for school. This helps to plan and provide children with activities that support their future learning. The manager monitors staff's ongoing suitability and practice rigorously to ensure children are safe and benefit from good-quality teaching experiences.

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

Staff use their observations and assessments well to plan a wide range of activities that meets children's needs well. Younger children learn how to make three-tier puzzles and older children count and match wooden spindles to numbers, which supports children's problem solving and mathematical development well. All children have good opportunities to learn about other countries, for example, children bring in pieces of 'lava rock' and make volcanoes, watching them 'erupt'. They learn about the construction of buildings, such as the Leaning Tower of Pisa, and say 'hello' in Italian, effectively supporting children's understanding of the world around them. All children enjoy acting out traditional stories and making up their own tales alongside staff, promoting their early reading skills well.

### Personal development, behaviour and welfare are good

Children have a good understanding of healthy lifestyles. For example, staff talk to children about the impact of sugar on their teeth as they bake cakes. Children grow and pick vegetables outside and understand how healthy foods can benefit the body, helping to develop their physical well-being. Staff use opportunities to teach children well about hygiene procedures. For example, they ask children why they need to wash their hands and clean tables prior to cooking and eating. Children's behaviour is good. Staff provide nurturing relationships and are good role models. Children feel emotionally secure.

### Outcomes for children are good

All children, including those who are disadvantaged, make good progress in their learning. Younger children effectively learn how to turn book pages from left to right, and older children enjoy making up their own stories, using illustrations well. All children enjoy counting out spoonfuls of ingredients when cooking, which supports their mathematical development effectively. Children are confident and motivated learners, engaging in a wide range of stimulating activities, which prepares them well for the next stage in their learning and school.

## Setting details

<b>Unique reference number</b>	EY444429
<b>Local authority</b>	Devon
<b>Inspection number</b>	1062581
<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 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	The Whitchurch Montessori Group Committee
<b>Registered person unique reference number</b>	RP904684
<b>Date of previous inspection</b>	16 January 2013
<b>Telephone number</b>	01822 613927

Whitchurch Montessori Nursery registered in 1993 and operates within St. Peters Church of England Junior School, in Tavistock, Devon. The nursery is open Monday to Friday from 9.15am to 3.45pm, during term time only. The nursery provides free early education funding for two-, three- and four-year-old children. There are currently five members of staff, all of whom hold an early years qualification, including one with early years professional status, one at level 6, one at level 4 and two members of staff with level 3. The nursery follows the Montessori educational philosophy.

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