

# The Colourwheel Montessori

The Colourwheel, Denton Crescent, Black Notley, BRAINTREE, Essex, CM77 8ZZ

<b>Inspection date</b>	23 August 2017
Previous inspection date	30 May 2014

<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

- The highly qualified staff work with confidence and provide children with stimulating learning experiences that promote their readiness for school. An effective programme of professional development helps staff continue to extend their skills and practice.
- Children's early literacy skills are promoted particularly effectively. Staff help children to develop a keen interest in writing and drawing. Children listen attentively to stories, join in with songs and eagerly access the broad selection of books.
- The key-person system thoroughly supports children's entry into the nursery. Children develop close bonds with staff and are happy and settled. New children are carefully nurtured until they feel safe and comfortable.
- Children's independence skills are fostered extremely well. The Montessori ethos is expertly applied to help children be self-reliant individuals who are eager to help and undertake small tasks for themselves.
- Older children learn to share, take turns and cooperate with the nursery routines. Staff help them to understand and respect each other's differences and opinions through discussion and good role modelling.

### It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to arouse younger children's curiosity and motivate them to become fully engaged in the activities.
- Staff do not make the best use of the outdoor environment to support younger children's learning preferences.

## **What the setting needs to do to improve further**

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

- consistently make the most of opportunities to arouse younger children's curiosity and motivation so that they become fully engaged in the activities
- help younger children who learn best outside to make the most of the outdoor environments.

### **Inspection activities**

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She spoke to staff and children during the inspection.
- The inspector had a meeting with the owner, who also manages the nursery. Discussions were held with other key members of staff.
- A selection of documentation was looked at, including children's records, evidence of staff training and suitability, self-evaluation and some policies and procedures.
- The inspector spoke to a small number of parents during the inspection and looked at written comments and testimonials.

### **Inspector**

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a secure understanding of the local procedures that help to keep children safe from abuse or neglect. All staff attend regular safeguarding training to refresh their knowledge. The owner, who also manages the nursery, implements robust recruitment procedures and regularly reviews staff suitability. Staff are vigilant and supervise children as they play. Children are supported to take acceptable risks. For example, they run, jump and play on uneven ground, testing out their coordination. The nursery's self-evaluation is detailed and accurate. Managers take part in external accreditation to help them maintain the quality of the nursery provision. Children's progress is carefully monitored to identify those children who achieve well and those who need extra help.

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

Staff share information frequently with parents and work together with them to help children achieve the next steps in their learning. Well-informed staff effectively support children who have special educational needs and/or disabilities. They routinely use sign language to help all children communicate. Resources are well organised and plentiful. Children have ample time to make choices in their activities and follow their interests. They learn good habits, such as putting their toys away before moving on to the next activity. The staff are skilled at questioning children to help promote their thinking skills. For example, they ask children what air is and where can it be found.

### Personal development, behaviour and welfare are good

Staff help children to develop their understanding of healthy lifestyles. Vegetables grown in the nursery garden are harvested and served at mealtimes. Children learn to take care of their teeth and know that exercise is good for them. Staff are lovingly attentive to babies. They give them cuddles to reassure them and provide a comfortable and clean environment. Detailed information is collected from parents when children first start to help staff effectively support their initial learning needs. Staff have established partnerships with other settings who share care of the children. This helps to ensure continuity in children's care and learning. Children develop a good understanding of their local community. They go for walks, visit local amenities and take part in events, such as the flower festival.

### Outcomes for children are good

Children's progress is consistently good, given their starting points. Additional funding is used wisely to help those children who need extra support catch up with their peers. Children become confident communicators. Babies babble, smile and try out new words. Older children engage enthusiastically in group activities. They listen attentively and take turns in the conversations. All the children learn good manners and are polite and respectful to adults and each other. Well-established partnerships with local schools help staff to prepare older children for their move into Reception classes.

## Setting details

<b>Unique reference number</b>	EY373962
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088056
<b>Type of provision</b>	Full-time 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>	0 - 6
<b>Total number of places</b>	40
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	The Colourwheel Montessori Nursery Limited
<b>Registered person unique reference number</b>	RP909095
<b>Date of previous inspection</b>	30 May 2014
<b>Telephone number</b>	01376 339 139

The Colourwheel Montessori registered in 2000 and is privately owned. The nursery has 11 members of childcare staff, including the owner, who also manages the nursery. Of these, three staff hold appropriate early years qualifications at level 6, two hold level 5, four hold level 3 and one holds level 2. Several members of staff hold Montessori qualifications. The nursery opens Monday to Friday all year round from 7.30am until 6pm. It provides funded early education places for two-, three- and four-year-old children.

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