

Montessori Pre-School Central

46 Southfield Road, MIDDLESBROUGH, Cleveland, TS1 3EU



Inspection date

5 September 2017

Previous inspection date

1 November 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 demonstrates a keen, positive attitude to improving the quality of the nursery. Action has been taken since the previous inspection and further developments are planned to support children's achievements.
- Staff are well qualified and the overall quality of their teaching is good. They provide a stimulating environment with activities that promote most aspects of children's learning well, to support their good progress.
- Good systems are in place to assess and review children's development. This helps staff to identify where children may require intervention to narrow gaps in their learning.
- Parents are kept well informed of the progress that their children make and are helped to support children's learning further at home.
- Children's behaviour is good. Staff provide gentle, age-appropriate reminders to help children develop an understanding of simple rules and boundaries in the nursery.
- Children's independence skills are supported well through everyday routine activities, such as meal and snack times.

It is not yet outstanding because:

- Some activities provided for two-year-old children are not precisely focused on their stage of development and level of understanding.
- The information staff gain from parents when children first start attending the nursery is not always detailed enough to clearly establish their starting points and measure their progress from the outset.

What the setting needs to do to improve further

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

- support staff working with two-year-old children to provide activities that are finely tuned to their age and stage of development
- strengthen the information gathered from parents about children's current levels of development when they first start to attend, to establish their starting points more clearly and promote rapid progress from the outset.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge of child protection issues and know what action to take should they be concerned about a child's welfare. The manager demonstrates a proactive attitude to working alongside external professionals to support children's well-being. For example, staff are engaged in a project to raise awareness of wider safeguarding issues that may affect children. Overall, the manager maintains a good overview of the educational activities provided for children. This helps to ensure that most activities reflect children's interests and stage of development. Staff are supported well to improve the effectiveness of their teaching. They are actively encouraged to further their professional qualifications and benefit from ongoing supervision and training opportunities.

Quality of teaching, learning and assessment is good

Children's communication skills are promoted well. Staff support young children effectively and use strategies, such as showing children how to pronounce words, to help them build their vocabulary. Staff work well with external professionals to identify ways to support children who may need additional help. This joint approach to planning helps to narrow gaps in children's learning and promotes their good progress. Staff encourage older children to solve simple problems in their play. For example, they ask children questions, such as, 'How do you think we can move this crate using the hook from the front of the toy car?' Children engage well and begin to look into ways they can achieve the task. Staff make regular assessments of children's learning. Overall, they use this information well to plan activities that help children achieve what they need to learn next.

Personal development, behaviour and welfare are good

Children quickly establish strong relationships with their key person and other staff in the nursery. They explore the environment with confidence and show motivation when trying new experiences and activities. Good opportunities are provided to promote children's physical health. They access a stimulating outdoor environment on a daily basis, enjoying a wide range of experiences that support their learning well. Children's emotional needs are supported effectively, particularly when they first start attending. Staff remain close by so children begin to develop confidence as they explore resources and get used to new routines. Parents report that their children are supported very well as they move from home into the nursery setting.

Outcomes for children are good

Children make good progress in their learning, and some make excellent progress, based on their individual starting points. They develop a good range of skills and knowledge in readiness for school. Children are keen, active learners who enjoy learning together and from each other. They enjoy exploring and finding out how equipment, such as a camera, works. Children communicate effectively with each other, sharing their thoughts and respecting each other's ideas.

Setting details

Unique reference number	EY382560
Local authority	Middlesbrough
Inspection number	1077896
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	1 - 8
Total number of places	49
Number of children on roll	40
Name of registered person	Montessori Pre-Schools Limited
Registered person unique reference number	RP906053
Date of previous inspection	1 November 2016
Telephone number	01642 252 723

Montessori Pre-School Central registered in 2008. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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