

Fairfield Montessori School Ltd



Fairfield Montessori School, 76 Benedict Street, Glastonbury, Somerset, BA6 9EY

Inspection date	18 September 2017
Previous inspection date	19 August 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 management team meets regularly with staff to evaluate practice and make continual improvements. For example, they have implemented a more-effective key-person system that has improved communication with parents and helped children to settle in more easily.
- Staff plan a wide variety of exciting play experiences that supports children's ideas and motivates their learning effectively. Children make good progress.
- Staff are friendly and welcoming. They get to know children well and understand their individual routines. Staff cuddle babies when they are feeding and settle them to sleep easily. Staff support children well to develop a good sense of emotional well-being.
- Staff promote children's specific educational needs very well in liaison with parents and other professionals, and effectively provide continuity for children's care and learning.

It is not yet outstanding because:

- Although management and staff track children's individual progress, they do not monitor the achievements of different groups of children as well as possible, to consistently identify and close any gaps in children's learning and support their progress further.
- Staff miss opportunities to provide more resources outdoors and promote all areas of children's learning more consistently, to fully support children who learn best outdoors.
- At times, staff do not manage the organisation of some larger group activities for music and literacy or children's personal hygiene routines as well as possible, to support the interest of all children consistently and prevent interruptions to their play.

What the setting needs to do to improve further

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

- improve the systems for monitoring children's achievements to focus more on how different groups of children learn and progress best, to close gaps in their learning more effectively
- make better use of play opportunities in the outdoor areas to fully support children's interests and promote all aspects of their learning consistently
- improve the organisation of some larger group activities and children's personal hygiene routines, to engage the interests of all children effectively and prevent interruptions in activities to support their learning more consistently.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors.
- The inspector viewed documentation, such as operational policies, procedures and required records, including those for suitability of staff.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint observation with a member of staff and discussed children's learning and development.
- The inspector met with management and discussed self-evaluation and improvements made.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management is proactive in raising staff awareness of their responsibilities continually to protect children's welfare and staff understand procedures to follow any concerns arising. Management implements clear recruitment systems and continually assesses staff suitability, encouraging their ongoing development. For example, staff have regular staff meetings to review practice. In addition, they have completed a sign language course to help them support children's communication and promote inclusion more effectively. Staff form positive relationships with parents and keep them up to date with children's learning. Parents spoke highly of staff, saying they were friendly and approachable, and their children are happy and making good progress.

Quality of teaching, learning and assessment is good

Staff provide exciting opportunities for children to learn indoors about colour and texture. For instance, babies explore mediums, such as cornflour and water, and toddlers try to blow bubbles and show fascination watching these float around. Staff encourage children's understanding of simple technology effectively. For example, babies show delight as they press buttons, turn knobs and activate music and lights. Toddlers push an interactive toy Hoover back and forth enthusiastically and smile at the noise this makes. Older children show interest using magnifying glasses to look at the snails they find outside and tell staff 'the snails are bigger'. Staff support children's mathematical awareness well. For example, babies start to fit colourful bricks into a shape sorter, as younger children carefully fit circle-shaped and square-shaped puzzle pieces into an inset board. Older children count and group objects, such as small bears, and recognise which buckets and spades are the biggest and smallest.

Personal development, behaviour and welfare are good

Staff promote children's physical well-being effectively and provide good opportunities for them to understand about healthy lifestyles. For example, children enjoy healthy snacks of fruit and vegetables, and staff encourage their awareness of foods that are good for them. Children enjoy being active and develop their balance, agility and speed well, such as in the 'wake and shake' sessions. Babies reach out for toys and are motivated to start crawling. Staff encourage all children to develop good hand-to-eye coordination and independence skills. For instance, younger children are confident to attempt putting on their coats and boots. Older children pour their own drinks and learn to do up zips and buttons. Children behave well. They learn to respect others, share toys and play happily.

Outcomes for children are good

Children gain good skills that prepare them well for going to school. For example, they learn the alphabet phonetically using familiar actions to help link letters and sounds. Older children take responsibilities willingly, such as helping to hand out and collect their friends' name cards. They use language well to express their ideas. For instance, they tell staff about their holidays and said that they went to the beach and made sandcastles.

Setting details

Unique reference number	EY423868
Local authority	Somerset
Inspection number	1071378
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	54
Number of children on roll	95
Name of registered person	Fairfield Montessori School Limited
Registered person unique reference number	RP903505
Date of previous inspection	19 August 2014
Telephone number	01458834294

Fairfield Montessori School Ltd registered in 2011. It is in Glastonbury, Somerset. The school opens Monday to Friday from 8am until 6pm, all year round, and receives funding to provide free early years education for two-, three- and four-year-old children. There are 17 members of staff, one of whom holds a leadership and management qualification at level 3 and nine staff hold childcare qualifications at level 3.

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