

Milton Hall Montessori Nursery School

Englefield Green Social Hall, Harvest Road, Egham, Surrey, TW20 0QT



Inspection date	29 September 2017
Previous inspection date	13 October 2016

	This inspection:	Good	2
The quality and standards of the early years provision	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

- Staff complete regular and detailed observations on children. They use what they learn from these to make precise assessments of children's abilities and needs, and to track and plan for their progress. Gaps in achievement are swiftly identified and addressed.
- Overall, based on their starting points on entry, all children make good progress in their learning. They gain good mathematical skills and benefit from highly skilled teaching.
- Staff are skilled, experienced and successful in helping children who are learning English as an additional language become fluent and articulate in English. Children who have special educational needs and/or disabilities are well supported by knowledgeable and well-trained staff, who work in close partnership with external agencies.
- High priority is given to helping children develop practical independence, such as managing their own personal care and serving themselves snacks and drinks.
- Managers have made a concerted and successful effort to target weaknesses relating to the provision for two-year-olds. For example, this age group now benefits from having its own base room where children enjoy sensory play and focused group times.

It is not yet outstanding because:

- Staff do not consistently give enough attention to encouraging children to engage in imaginative, social play together.
- Not all children need a sleep, but the setting's daily routine includes a set time for all children to lay down on a sleep mattress after lunch. This does not help fully prepare older children for the routine of a school day.

What the setting needs to do to improve further

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

- extend planning to further encourage younger children's imagination and to enable social play
- review the arrangements and effectiveness of the current routine for all children to have a midday sleep.

Inspection activities

- The inspector observed children engaged in activities and during staff interactions indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff suitability and discussed children's progress and self-evaluation.
- The inspector sought and took account of the views of parents.
- The inspector held a meeting with the provider and deputy manager and conducted joint observations with them.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff and managers are clear about their individual responsibility for acting on concerns about children's welfare. They complete rigorous and effective risk assessments on the premises and ensure staff understand and follow safety procedures. Staff recruitment and induction procedures are robust. Staff professional development is well supported, for example, through face-to-face performance reviews, mentoring and coaching from managers and opportunities to attend external training. Managers are making increasingly good use of self-evaluation to identify and target priorities for improvement. All the actions and recommendations raised at the last inspection have been met. For example, the progress of groups of children is now well monitored to identify any emerging gaps in provision.

Quality of teaching, learning and assessment is good

Children's learning and development are consistently reviewed and supported by their designated member of staff, who forms a strong partnership with parents. Parents receive regular and detailed information about children's learning and are fully involved in planning for and supporting children's progress. Staff ensure all children are well challenged. Two-year-olds are introduced to Montessori teaching methods, such as for supporting mathematics, through a well-planned, staged approach. For example, staff set out solid shapes, animals, cereals and knobbed cylinders of different sizes for children to sequence and place in order. Staff ask children questions that prompt them to experiment and solve practical problems, such as how they can make the dough less sticky. Staff observe children closely and determine well when to step in to extend their learning and skills, for instance, in using their ability to link letters to sounds to make words and sentences.

Personal development, behaviour and welfare are good

Children are cared for in a well-resourced, clean and safe environment. New children are very well supported as they settle in. For example staff use a visual timetable to help young children and those learning English as an additional language understand the routine of the day. Children behave well. Staff successfully promote sharing and turn taking. Children are provided with healthy snacks, have constant access to water and good daily opportunities to practise their physical skills, such as pedalling. Staff teach children how to handle china equipment safely and about the dangers of fire. They plan exciting activities for children to learn about different cultures and beliefs.

Outcomes for children are good

In most respects, children are very well prepared for the next stage in their learning. Children are sociable, polite and very independent. They develop strong communication and language skills. Toddlers quickly become toilet trained. Many children are exceeding expectations for their age. Four-year-olds read, write and show confidence in how they can represent double figures by adding a string of three beads to a string of 10 to represent 13. Children enjoy books and confidently participate in group discussions.

Setting details

Unique reference number	EY313948
Local authority	Surrey
Inspection number	1076663
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	36
Number of children on roll	23
Name of registered person	Sutindarjit Lal
Registered person unique reference number	RP511606
Date of previous inspection	13 October 2016
Telephone number	07949 824 326

Milton Hall Montessori Nursery School registered in 2005. It is situated in Egham, Surrey. The pre-school operates between 9am and 3.30pm from Monday to Friday, during term time. Staff follow Montessori teaching principles. There are four members of staff who work with the children. The manager holds a level 4 diploma in Montessori teaching and the deputy has qualified teacher status. Two members of staff are working towards gaining qualifications. The pre-school receives early education funding for children aged three and four years.

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