

Farnham Montessori School



Farnham Park Golf Course - Cricket Clubhouse, Folly Hill, Farnham, Surrey, GU9 0AU

Inspection date	2 October 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 owner and manager is an experienced and highly qualified teacher with clear aspirations for the pre-school, the staff and the children. She closely monitors children's progress and continues to improve the efficiency of assessments and ways to share information with parents to raise standards even higher.
- Partnerships with parents are very positive and support continuity in children's learning. For instance, older children take pride in their achievements and staff help them share their delight with their parents and carers at home time.
- Children understand the importance of physical exercise and keeping healthy. For example, they thoroughly enjoy walking through the local parklands and notice small differences in the trees, birds and animal habitats with the changing seasons.
- Children learn to review their own work and change it when they want to do things better. They are keen to practise new skills and they are well prepared for school.

It is not yet outstanding because:

- Teaching is not consistently of a very high quality. At times, staff are not highly responsive to every child's interests and children's progress is not as rapid as possible.
- Some of the younger children lack confidence in mixing with the older children and staff do not seize on key opportunities to develop their social skills and self-esteem.

What the setting needs to do to improve further

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

- review and improve how staff support the youngest children, to consistently meet their needs to the highest standards
- review and improve staff knowledge and skills in developing the confidence and social skills of the youngest children.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager constantly reviews and evaluates all aspects of the pre-school to identify and implement improvements. The success of her approach is evident in the speed at which the pre-school has become well established in their new premises. Children are keen to explore and experiment indoors and outdoors. Safeguarding is effective. The manager uses her strong links with other professional bodies to help ensure policies and procedures reflect and follow through best practice. For example, she checks that staff know how to recognise and respond appropriately to different concerns about children's welfare and protection to help keep them safe. The manager works alongside her staff, knows their strengths well and continues to coach them to higher levels of practice.

Quality of teaching, learning and assessment is good

Staff make detailed and accurate observations across all areas of children's learning. They are quick to identify where children need a little more help to catch up with their age group. They sensitively tease apart different factors that make an impact on children's progress. For example, staff address parents' concerns, exchange updates on small steps in children's development and work closely together to help children reach the next steps in their learning. Children thoroughly enjoy choosing and investigating a wide range of materials, tools and concepts. For instance, they sow tiny seeds, examine shooting bulbs and root different colours and textures of plants in a range of recycled containers. Children learn about the world around them and their part in caring for it.

Personal development, behaviour and welfare are good

Staff successfully settle new children at the onset of the year. They work closely and effectively with parents to understand children's individual needs and interests. For example, older children who are learning English as an additional language or who move from other locations are quickly confident to explore and achieve independently. Staff provide consistent, clear and high expectations for children's behaviour. Children soon apply their growing understanding of how to be kind, respectful and polite in their play with others. Overall, there is a very happy and purposeful atmosphere at the pre-school.

Outcomes for children are good

During their time at the pre-school, all children make good levels of progress in their learning. For example, the older children communicate very effectively with adults and friends their own age. They develop a broad vocabulary to express finer concepts, such as different shades of the same colour. Children acquire great competence in their mathematical skills. For instance, they compare, describe and solve practical problems for lengths and heights using appropriate language. Children master a wide range of skills that help them to manage their personal needs successfully and independently in readiness for school.

Setting details

Unique reference number	EY493560
Local authority	Surrey
Inspection number	1025026
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of registered person	Marion Emily Meechan
Registered person unique reference number	RP902944
Date of previous inspection	Not applicable
Telephone number	07580298206

Farnham Montessori School re-registered at new premises in 2015. It runs from the Cricket Clubhouse in Farnham Park Golf Course, in Surrey. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open from Monday to Thursday from 9.15am to 3.15pm and on Fridays from 9.15am to 1.15pm, during term-time only. There are eight staff employed of which six have appropriate early years qualifications at level 3 or above. The manager holds a diploma in Montessori practice and is a qualified early years teacher.

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