

West Chiltington Montessori

Village Hall, Mill Road, Pulborough, RH20 2PZ



Inspection date

2 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The provider is highly qualified and extremely experienced. Strong leadership and committed staff underpin a shared vision for delivering high-quality care and learning for children.
- The provider works very closely with the skilled manager and well-qualified staff team. They continually reflect on their work and attend purposeful training to help them have a positive impact on children's learning, such as with their speech and language development.
- Staff provide very high-quality teaching and they ensure each child receives the support they need to reach their full potential. Children are inquisitive learners and show high levels of independence. Purposeful outings, such as visiting parkland and the forest, contribute further to the rich learning opportunities provided.
- Staff complete detailed assessments of children's progress, quickly identify gaps in their learning and implement effective teaching strategies. They use highly focused planning to ensure that all staff are aware of children's learning styles and needs.
- Parents and staff work extremely well together to ensure that each child has continuity of care and their development needs are well known. Staff obtain detailed information about children's interests, home lives and achievements. They use this information to enable new children to quickly settle and they guide parents on ways to extend their children's learning at home.
- Partnership with other professionals is extremely strong. Staff share information quickly and effectively to enable children's care and learning needs to be consistently met.

What the setting needs to do to improve further

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

- consider even more the rates of progress made by different groups of children, such as younger children, to enhance further evaluations of their individual learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with the provider, the staff team, children and parents at appropriate times.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the provider and the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector had discussions with several parents and took account of their views.

Inspector

Maura Pigram

Inspection findings

Effectiveness of the leadership and management is outstanding

The provider ensures that new ideas, such as from training, are implemented with positive impact. For example, after a review of the indoor and outdoor environments staff made changes that significantly raised the progress of children's communication and social skills. The provider follows robust recruitment procedures to help ensure the suitability of staff. Detailed inductions, supervisory meetings and daily discussions contribute effectively to monitoring staff's performance. Safeguarding is effective. Staff have an excellent understanding about the procedures to follow if they are concerned about a child's welfare. Management checks the progress made by groups of boys or girls. Management recognises the need to compare other groups, such as toddlers' progression, to get a more precise view on how different groups of children are progressing.

Quality of teaching, learning and assessment is outstanding

Staff provide an interesting and calm environment to enable children to maximise their potential. They skilfully act on children's interests to promote development as they engage in activities. For example, older children gain a clear understanding of letter sounds and learn rich language when they busily create a jungle for their toy animals. Younger children giggle in delight as they join in with stimulating hide and seek games using interesting objects. They persist at the activity for a sustained period. Staff skilfully adapt their teaching styles to suit different children's learning needs. For example, they speak clearly to younger children and engage older children in meaningful conversations to challenge children's critical thinking and to extend their vocabulary.

Personal development, behaviour and welfare are outstanding

Staff know children extremely well. The home visits and regular discussions staff have with parents about their children's changing needs contribute to this. New children settle quickly and form excellent relationships with their key person and other children. Staff carefully follow younger children's home routines, such as sleep patterns, and ensure that they are comfortable. Children show exemplary behaviour. Staff effectively promote children's safety and good health. Children have an abundance of opportunities to practise their physical skills, and demonstrate high levels of self-esteem. For instance, they independently use a variety of materials, such as planks and crates, to create climbing and balancing structures.

Outcomes for children are outstanding

Children are extremely well prepared for the move to school and make excellent progress from their starting points. Older children are extremely independent, motivated to learn and manage their own personal care extremely well. They eagerly read full sentences and form letters of their names. Children develop excellent skills in numeracy. They know simple calculation and problem solve as they play. Younger children become increasingly independent. They know how to put on their own wellington boots and successfully use the wide range of resources available to them indoors and outdoors.

Setting details

Unique reference number	EY501129
Local authority	West Sussex
Inspection number	1053143
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	20
Number of children on roll	20
Name of registered person	Nadia Julia Devi Mahabir
Registered person unique reference number	RP911008
Date of previous inspection	Not applicable
Telephone number	07828236756

West Chiltington Montessori nursery registered in 2016. The nursery operates in the annexe of the village hall in West Chiltington, in West Sussex. The nursery employs five members of staff, all of whom hold appropriate early years qualifications. The manager holds a qualification at level 6 and three staff members hold qualifications at level 3. The provider holds a level 3 forest school qualification and early years professional status. The nursery is open from 8.45am until 2.45pm on weekdays, during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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