

# Storybook Montessori

Memorial House, High Street, Ascot, SL5 7JH



## Inspection date

6 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- All children, including those who have special educational needs and funded children, enjoy their learning and make good progress from their starting points. Staff make observations and know the children well. They gather important information from parents to help them plan effectively for the children's individual development.
- The management and staff team accurately identify priorities for improvements. They plan targets to help improve outcomes for all children. The management team has a clear understanding of what good practice looks like and is committed to transfer this knowledge to all staff.
- Staff work well in partnership with other professionals to help support children's individual needs. Staff share information with parents and other professionals to help support consistency.
- Staff use their good knowledge of the children's interests to plan experiences and activities they know children will enjoy. Children are eager to participate in these.
- Staff discuss positive behaviour with children, who carefully listen to the clear and consistent guidance they are given. Children behave well.

### It is not yet outstanding because:

- Staff's professional development is not robustly focused on minimising the few inconsistencies in the high quality of teaching.
- Although managers track the progress of individual children well, they do not check the progress of various groups of children to help ensure that any gaps in achievement between them are identified and closing rapidly.

## What the setting needs to do to improve further

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

- strengthen procedures for staff's professional development to minimise the few inconsistencies and help ensure teaching is consistently of a very high quality
- enhance monitoring systems further to help demonstrate more precisely the progress made by different groups of children, identify any gaps in achievement and target how to close these rapidly.

### Inspection activities

- The inspector sampled a range of documentation, including records of children's learning and staff's suitability checks.
- The inspector had a tour of the premises and observed the children taking part in activities and evaluated the impact on their learning.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of the signs and symptoms that may indicate a concern about a child's welfare. They have recently attended training helping them recognise children who may be at risk, such as from extreme behaviours and views. Management and staff use self-evaluation effectively to reflect on their practice, identifying strengths and areas to improve. They act on these to help continue to drive improvements, listening to the views of parents and children. For example, they have used self-evaluation to help build on children's positive behaviour. Rigorous recruitment procedures help ensure that all staff are suitable to work with children and are committed to their work. Managers and staff have a thorough understanding of how to keep children safe and they maintain accurate records that document their practice.

### Quality of teaching, learning and assessment is good

The environment is exciting and stimulating. The rooms are cosy and welcoming and children can see and easily reach a wide range of good-quality toys and resources. Staff motivate children well and celebrate achievements, such as when children use tweezers to pick up small objects and when they have a go at feeding themselves. Older children enjoy taking part in purposeful activities that help support their early writing skills. For example, they effectively encourage young children to learn about the sounds that letters make and then write the letters. This helps promote their early reading and writing skills. Younger children enjoy a range of sensory experiences. For example, they explore textures and create sounds with instruments. The outdoor area is very well planned and resourced and children develop their physical skills and confidence effectively. For example, they skilfully use balancing equipment and run with excitement.

### Personal development, behaviour and welfare are good

Staff gather information about children from parents when they begin to attend, to help meet their care needs effectively. Children and babies settle in quickly. Kind, caring and well-organised staff quickly put young children at ease. They are very responsive to each child's need for sleep and rest, and children are secure and happy to explore and investigate while in their care. Children thoroughly enjoy their time at nursery. They form attachments with staff and become confident learners. This helps their emotional well-being effectively. Staff act as positive role models and praise children regularly, helping to build on their self-esteem and confidence.

### Outcomes for children are good

All children are well prepared with the skills they need for their future learning, such as school. Children form close friendships and are eager to socialise with other children and adults. They follow instructions, take turns and play cooperatively together. Older children recognise letters and confidently count and sort out numbers. Younger children are extremely motivated to learn and receive regular encouragement from staff.

## Setting details

<b>Unique reference number</b>	EY484779
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	1016742
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Storybook Montessori Ascot Limited
<b>Registered person unique reference number</b>	RP534243
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01 344 798 600

Storybook Montessori registered in June 2015. It is open all year round, Monday to Friday from 7.30am to 6pm. The nursery follows the Montessori approach. The provider employs 18 members of staff, 14 of whom hold appropriate qualifications at level 2 and above. The setting offers funded places for children aged three and four years.

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