

# Coast House Montessori Nursery School

94-96 Pevensey Road, Eastbourne, East Sussex, BN22 8AE



<b>Inspection date</b>	15 November 2017
Previous inspection date	22 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 managers closely monitor the consistency of care and teaching staff provide children. For example, they hold regular performance meetings and set individual targets for them to achieve. This has a positive impact on children's learning outcomes.
- Staff establish positive relationships with parents and keep them fully involved in their children's learning. For example, they share activity ideas for them to try at home.
- All staff accurately monitor children's progress. This helps them quickly identify any gaps in children's learning and provide individual support to help promptly close them.
- Staff know children well and establish trusting relationships with them. This helps children feel secure and have a good sense of belonging.
- There are good opportunities for children of all ages to explore and investigate. For instance, babies explore the sounds they make in sensory play and older children visit the beach weekly and investigate the sea, such as learning about the tide.
- All children gain good mathematical skills to support their future learning as they play. For example, older children complete simple sums and babies enjoy number songs.

### It is not yet outstanding because:

- Staff do not consistently give children enough time to think and respond to challenging questions to extend their thinking and speaking skills even further.
- Staff do not make the most out of opportunities to support children to fully understand the consequences of their actions, to help develop further their future life skills.

## What the setting needs to do to improve further

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

- extend the time children have to think and respond to thought-provoking questions to develop their communication and language skills even further
- build on children's opportunities to fully understand the consequences of their actions, to help them gain future skills and understand the importance of good behaviour with even more maturity and independence.

### Inspection activities

- The inspector observed staff interactions with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The managers ensure that they recruit suitable staff and provide children with a safe and secure environment. Staff deploy themselves effectively and children are supported and supervised well to help them enjoy their learning safely. The managers and staff effectively review their current practice. For instance, they observe each other teach and interact with children daily. They provide each other with constructive advice which they use to enhance their action plans. Staff are keen to ensure that they extend their knowledge and skills even further. They attend regular training, such as food hygiene and healthy cooking ideas to help them implement healthy eating practices. Safeguarding is effective. All staff, including the managers, have a good knowledge of the safeguarding and child protection procedures to follow to help protect children's safety and welfare. They fully understand their roles and responsibilities to safeguard children, including how to identify any potential risk of children being exposed to extremist views.

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

Staff extend children's learning well. For example, children are keen to explore the natural objects they find in the environment, staff encourage them to make nature pictures using their 'treasures', such as seaweed and shells. Staff effectively support children to prepare for their move to school. For instance, they learn how to put on their coats and shoes independently. Children have good opportunities to develop their creative skills. For example, babies explore patterns they make in paint and older children participate in interesting art activities, such as drawing self-portraits.

### Personal development, behaviour and welfare are good

Children are polite and generally behave well. Children have good opportunities to challenge their physical skills. For example, older children negotiate obstacles, such as climbing and balancing on tyres and crates. Babies explore different ways they can move as they use smaller equipment, such as push-along toys to encourage walking. Children have good opportunities to develop respect and understanding of other people's similarities and differences in the wider world. For example, they learn about a range of festivals traditional to other religious beliefs, such as making lanterns for Diwali.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. For example, all children learn to say 'hello' in a wide range of languages, such as Russian. Additional funding is being used effectively to support individual children, such as purchasing more dual-language resources. Children gain good early reading skills. For instance, older children recognise simple words and letters, and younger children use puppets to bring their favourite stories to life.

## Setting details

<b>Unique reference number</b>	EY472282
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	1117450
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	82
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Double Ducks Nursery Limited
<b>Registered person unique reference number</b>	RP533281
<b>Date of previous inspection</b>	22 June 2016
<b>Telephone number</b>	01323 410645

Coast House Montessori Nursery School registered in 2014. It is located in Eastbourne, East Sussex. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 11 members of staff, nine of whom hold relevant early years qualifications at level 2 or above, including one member of staff who holds a relevant early years qualification at level 4.

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