

# Mini VIP's Montessori Nursery and Pre-school

1 Campbell Road, Croydon, CR0 2SQ



## Inspection date

17 January 2018

Previous inspection date

9 December 2014

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | 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 well-qualified management and staff effectively use the Montessori teaching method to support children's learning well. They provide a stimulating environment and consistently encourage children to lead their own play and learning. Children are well motivated and make good progress from their developmental starting points.
- Children are very happy, confident and secure. They form close bonds with staff, who are caring and attentive to their individual needs. Staff's nurturing approach helps to create a warm and positive atmosphere where children feel relaxed and well settled.
- Partnerships with parents are strong. Staff keep parents fully up to date with their children's learning and continuously share information about children's current achievements. They give parents helpful ideas for how they can further support children's learning at home.
- Management and staff assess children's development closely and effectively monitor the progress of individual and groups of children. They quickly identify and address any gaps in children's learning and plan challenging next steps to encourage further progress.

### It is not yet outstanding because:

- Management does not monitor staff closely enough to help focus precisely on how they can raise practice to the highest level.
- At times, some staff miss opportunities during activities and children's play to fully extend their learning.

## **What the setting needs to do to improve further**

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

- enhance the systems currently in place for monitoring staff and focus more precisely on how to raise the good quality of practice further
- make the most of staff interactions with children to extend their learning fully.

### **Inspection activities**

- The inspector observed teaching practices and the impact on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

### **Inspector**

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The enthusiastic management team evaluates the effectiveness of the nursery closely and ensures that it meets the needs of children well. The team makes regular improvements to support children's good outcomes and leads the staff confidently. Overall, management provides effective support and guidance to help staff maintain their good skills. Staff access regular training to help introduce new ideas. After recent training, staff have improved their understanding of how to support children who have special educational needs (SEN) and how to access further support for children and families. They have also focused on creating more communication-friendly areas, such as dens where children can talk and develop their language further. Safeguarding is effective. Management and staff attend regular safeguarding training. They have an up-to-date understanding of how to deal with and report any child protection concerns. Management vigilantly checks and ensures all staff are suitable.

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

Staff observe children's play closely and use their current interests skilfully to help engage children in their learning. For example, children enjoy taking part in a variety of activities based on pirates. They enthusiastically learn new pirate songs and actions, dress up in outfits and develop detailed role play, looking for treasure. Staff support children's creativity well and children confidently talk about pirates needing maps, telescopes and ships to find their treasure. Children then continue to explore as they follow maps, hunt for treasure in sand and create pirate ships using fruit and miniature umbrellas. Staff support children's mathematical skills well. For example, as children play, they encourage them to count, compare sizes and identify shapes in their environment.

### Personal development, behaviour and welfare are good

Children are very confident and independent. They enjoy preparing their own snack, carefully preparing fruit and putting bread in the toaster. Children watch with interest as it changes colour and know not to touch it, as it is hot. Children are very social and build strong friendships. They happily include others in their play and share out roles fairly, such as when deciding who will use the telescope and who can wear different outfits. Staff support children's physical well-being effectively and encourage plenty of exercise and healthy eating. Children enjoy exploring outdoors and develop good physical skills, confidently riding bicycles, walking along balance beams and climbing over tyres. Children independently use 'self-care stations' to wipe their nose while looking in mirrors.

### Outcomes for children are good

Children are very eager learners, who are consistently willing to try new challenges. They show good curiosity as they explore musical instruments and confidently change the tempo and pitch of the sounds they play. Children develop good early writing skills and draw detailed pictures. They communicate well and express themselves confidently, happily discussing their interests, home lives and recent experiences. All children are well prepared for the next stage in their learning and for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY419231  |
| <b>Local authority</b>                           | Croydon   |
| <b>Inspection number</b>                         | 1071342   |
| <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>                     | 2 - 4   |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 21  |
| <b>Name of registered person</b>                 | Joan Patricia Small   |
| <b>Registered person unique reference number</b> | RP909579  |
| <b>Date of previous inspection</b>               | 9 December 2014   |
| <b>Telephone number</b>                          | 0208 6897663  |

Mini VIP's Montessori Nursery and Pre-school registered in 2010. It reflects the Montessori ethos and is open each weekday between 8am and 6pm for 51 weeks a year. The nursery receives funding for free early education for children aged two-, three- and four-years. The nursery employs five members of staff, four of whom hold relevant qualifications between level 2 and level 6.

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