

Green Gables Montessori Nursery

Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE



Inspection date

5 February 2018

Previous inspection date

21 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager has worked hard to address actions for improvement raised at the last inspection. For example, she now monitors staff practice more closely, including through regular supervision meetings and observations. Overall, the quality of teaching is strong.
- Staff observe children and identify what they need to learn next. They use this information to plan activities that are well suited to their needs and interests. Children make good progress during their time in the setting.
- Staff have regular opportunities for professional development. For example, they complete a course about effective storytelling. This helps to provide staff with new ideas and promotes children's communication and language skills effectively.
- Children benefit significantly from weekly forest school sessions and football coaching. This helps to promote their physical well-being and social skills successfully.
- Children develop close attachments with staff. Babies giggle with delight as they are tickled, young children enjoy cuddles and older children engage staff in conversation. These positive relationships promote children's confidence and self-esteem well.

It is not yet outstanding because:

- Staff do not make the best use of opportunities to help promote children's independence skills, particularly in the pre-school room.
- The manager does not fully use systems to monitor information about the progress made by different groups of children effectively.

What the setting needs to do to improve further

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

- make the most of opportunities to promote children's independence, particularly in the pre-school room
- extend systems to monitor information about the progress made by different groups of children, to help identify and quickly close any gaps in their achievements.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and also took account of their written views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The manager has detailed development plans in place and works in partnership with the local authority adviser and an early years consultant. She makes positive changes in the nursery, such as creating a separate sleeping room for babies. This helps to create extra space in the babies' playroom where they can engage in livelier, messier activities on the floor, such as body painting. Safeguarding is effective. Staff show a good understanding of how to deal with a wide range of child protection scenarios. They understand the policies and procedures in place and how to take appropriate action swiftly.

Quality of teaching, learning and assessment is good

Staff find out what children can already do and know when they first start at the setting. They monitor the progress that individual children make and keep parents well informed. For example, staff share observations and newsletters and hold regular parents' evenings. Young children choose props from a bag and staff demonstrate how to sing songs with the actions. Staff support babies while they explore different cogs and wheels; for example, they use words, such as 'round', 'go' and 'ding', to talk about the sounds and movements. This helps to promote children's language and communication skills well. Older children create models from the wooden bricks and staff talk about the shapes and size of the castle. This helps to develop children's mathematical language successfully.

Personal development, behaviour and welfare are good

Children are motivated by the range of activities on offer. For example, they spend a long time exploring oats while they fill and empty a variety of containers. Children thrive outdoors in their forest school session. Amongst other things, they jump over the ditch and climb up the hill before running down the other side. Younger children explore sand outdoors and balance through tunnels and over obstacles. Staff sensitively support children's toileting and encourage them to brush their teeth after lunch. This has a positive impact on children's health and physical well-being. Children behave well and understand the routines in place, such as tidying up. Staff support children when they are ready to move to the next room; for example, they visit together and pass on key information.

Outcomes for children are good

Children's attendance in the setting is good, including those receiving additional funding. Children grow in confidence and develop friendships with others. They use their imagination, for example, as they play with dolls and pretend to go shopping. Babies enjoy making marks in paint and older children learn letters and the sounds they represent. Children count how many bricks they have in their towers and make patterns with beads as they thread them onto laces. This helps them to develop key skills in readiness for school and their future learning.

Setting details

Unique reference number	400069
Local authority	North Yorkshire
Inspection number	1086668
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	39
Number of children on roll	86
Name of registered person	Rachel Clare Wilkinson
Registered person unique reference number	RP906392
Date of previous inspection	21 February 2017
Telephone number	01423 567087

Green Gables Montessori Nursery registered in 1996. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3, 5 and 6. The nursery opens from Monday to Friday all year round, except for one week at Christmas and a further week in July. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

