

# The Montessori Nursery School

Village Hall, Bakers Piece, Kingston Blount, CHINNOR, Oxfordshire, OX39 4SW



## Inspection date

7 February 2018

Previous inspection date

3 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

- Leadership and management of the nursery are strong and the team has high expectations of what children can achieve. Practitioners work very well together as a team. Evaluation of the provision is continuous to secure improvements.
- The quality of teaching is consistently strong. Practitioners have a secure knowledge of how young children learn. They skilfully combine the Montessori ethos with their good teaching strategies to ensure children make good progress in their learning.
- Children very clearly enjoy their time at this very calm and welcoming nursery. On arrival they quickly make independent choices from the wide range of good-quality, stimulating resources and learning experiences. Children are happy, confident and motivated to learn.
- Practitioners know the children well and recognise the uniqueness of every child in their care. Children develop highly trusting relationships with practitioners, who are good role models. This supports children's emotional well-being successfully.

### It is not yet outstanding because:

- Although the provider has begun to monitor the progress made by some groups of children, this has yet to be fully implemented to ensure every child is supported to reach the highest level of attainment.
- The provider has not fully developed ways of encouraging parents to regularly share information about what their children achieve at home.

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

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

- build on the already good monitoring of children's progress to further identify gaps in achievement between different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- encourage parents to share even more details about their child's learning at home.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider who is also the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, children's records and planning documentation. The inspector checked evidence of the suitability and qualifications of practitioners. She also talked to the provider about her self-evaluation and plans for improvement.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### **Inspector**

Jackie Nation

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Practitioners are clear about their role in keeping children safe and reporting any concerns about their welfare. This includes their duty to prevent children from being drawn into situations that may put them at risk of harm. Safety is given good consideration. The premises are secure, practitioners are well deployed and they supervise children effectively. Recruitment, vetting and induction procedures are robust and implemented consistently. Practitioners are enthusiastic and committed to their roles, and many are completing training to enhance their skills. Planning and assessment work effectively and any gaps in individual children's learning are quickly identified and planned for. Parents receive regular updates about their child's progress. Partnerships with parents, other professionals and local schools work very effectively to meet children's needs. Parents speak highly of the nursery and how their children's confidence has 'rocketed'.

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

Practitioners are very skilful in the way they guide and support children's learning. They model language well and ask questions to consistently challenge children's thinking. Children are given time to concentrate on activities and develop skills, such as threading, chopping, and filling and emptying containers. Children enjoy a wide range of creative experiences where they learn how to use scissors and use their skills in art and craft work. Older children join in eagerly with their project work, exploring the world of transport. They also learn about the wider world, such as continents and different modes of transport. Children show their skills in forming letters, letter sounds and writing numbers. They thoroughly enjoy listening to well-read stories and keenly join in singing songs. Children bake biscuits for Valentine's Day and carefully decorate them to take home. They have excellent opportunities to spend time outdoors.

### Personal development, behaviour and welfare are good

Practitioners listen to children with genuine interest and praise their achievements. Children develop good independence skills and put their coats and boots on to go outside. Children help to tidy up, wash their hands before eating, and wash cups and plates after snack time. They learn how to keep themselves safe, such as how to carry a tray with two hands and put their chairs under the table to prevent tripping. Children actively engage in music-and-movement time. They and practitioners have great fun as they pretend to move like polar bears and penguins. Children's health is promoted successfully and they enjoy healthy snacks and learn about foods that are good for them.

### Outcomes for children are good

All children develop the underpinning skills and confidence they need for their future success and starting school. Children's listening and speaking skills develop very well, they quickly learn to express themselves clearly and keenly share their ideas. Children behave very well. They learn how to play alongside others, take turns and are beginning to understand the needs of others.

## Setting details

<b>Unique reference number</b>	EY369051
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1070967
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Ziba Rashidian
<b>Registered person unique reference number</b>	RP515110
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	07846254547

The Montessori Nursery School registered in 2008. The nursery is open during school term times, on Monday to Thursday from 9am to 3pm. The nursery employs five childcare staff. Of these, one holds a qualification at level 3 and the provider/manager holds a level 4 Montessori teaching diploma. The nursery provides funded early education for two-, three- and four-year-old children.

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