

# Sunshine Montessori Nursery

Faulkner Way, Downley, HIGH WYCOMBE, Buckinghamshire, HP13 5AL



## Inspection date

27 February 2018

Previous inspection date

24 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The provider is extremely dedicated to her role. Her working partnership with her exemplary manager is highly successful in maintaining exceptionally strong commitment from staff. The provider has robust risk assessments, policies and procedures, which have a significant impact on how staff support children's health, safety and well-being.
- Competent staff have an excellent knowledge of children's attainments and next steps. They consistently plan challenging and very interesting experiences for children that fully support their learning. For example, they encourage children to make self-assured predictions, such as when testing out different objects on a circuit board to work out what is an insulator or a conductor.
- Staff have an excellent rapport with parents. Highly successful strategies, such as inviting parents to regularly attend play sessions and work alongside staff to plan for children's next steps are very secure. Conscientious staff help parents to use highly effective methods, such as the correct way to hold a pen, to support learning at home.
- Children thrive at the nursery. They have very high attention spans and are incredibly motivated to learn. Their behaviour is exemplary throughout the day. Children have fun. They have warm relationships with staff who care for them. The quality of staff teaching is outstanding and thoroughly promotes children to engage with confidence.
- All children make rapid progress in all areas in relation to their starting points.

## What the setting needs to do to improve further

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

- continue to extend and enhance the learning opportunities for children to develop an even greater understanding of the wider world.

### Inspection activities

- The inspector observed staff interacting with children during well-planned activities, indoors and outdoors.
- The inspector spoke with children, parents and staff.
- The inspector completed a joint observation with the provider. She met with the provider and the manager to discuss how staff plan for children's learning and how this is reviewed and monitored.
- The inspector sampled the provider's documentation and children's records.
- The inspector discussed with the provider and the manager how staff are supported in updating their skills and knowledge, and how staff evaluate the quality of their provision.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The provider uses robust systems for recruitment and mentoring, with an extremely high focus on maintaining the highest level of staff development. Staff embed knowledge gained from comprehensive training to enhance outcomes for children. Enthusiastic staff state workshops have helped to support their understanding of how to deliver phonics and extend children's communication skills. Staff are incredibly positive about ensuring improvement. For example, they addressed minor gaps in how they teach mathematics. This had a positive impact on children's attainment. They recognise they want to plan further opportunities to enhance how children learn about all aspects of the wider world. Safeguarding is effective. All staff have an excellent understanding of all aspects of safeguarding and the procedures to follow to protect children. Partnerships with others are well established. Children receive timely early intervention, if needed.

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

Inspiring staff offer a wealth of opportunities for children's development through a very broad range of stimulating and challenging activities. Staff plan and monitor meticulously to ensure children remain motivated and ensure any gaps in learning are closing. Staff are extremely confident to extend learning. For example, as they read the story 'The Three Little Pigs', they provide narrative and pictorial props so children understand the differences about the houses. Children are very quick to identify what type of house they live in and if they have seen the others. Parents state children are exceptionally well prepared for school. They add that dedicated staff willingly help them to extend children's learning at home, for example, with learning packs, story sacks and information events.

### Personal development, behaviour and welfare are outstanding

Staff are exceptionally well focused in their roles. They are extremely consistent with the messages they give children so that expectations are clearly understood. Staff confidently strengthen the ways children respect others and understand about difference. For example, enthusiastic staff have forged many links within the local community. When reading a book about making friends, with children, proactive staff use puppets. They sensitively guide children's ideas so they are emotionally secure to suggest what makes a good friend. Warm and caring staff build on children's independence, for instance, during forest school activities where they build dens, climb trees and explore mole hills.

### Outcomes for children are outstanding

All children make great strides to achieve their potential. They have a vast range of skills that supports their readiness for future learning. Children are extremely interested in literacy. For example, they keenly listen to stories and show high levels of imagination as they recall favourites, such as when pretending to be pirates. Children are highly attentive as they sound out letters to make words. They place these printed words before or after others to make sentences. Children are inquisitive about mathematics, such as when using familiar objects and shapes to create and recreate patterns.

## Setting details

<b>Unique reference number</b>	EY417560
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1069029
<b>Type of provision</b>	Sessional 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>	3 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Virginia Margaret Roden
<b>Registered person unique reference number</b>	RP514546
<b>Date of previous inspection</b>	24 April 2014
<b>Telephone number</b>	01494 531565

Sunshine Montessori Nursery has been established since 1997 and registered at the current premises in 2010. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 3.30pm. The nursery follows the Montessori ethos. The nursery is in receipt of funding for free early education places for three- and four-year-old children. The nursery employs nine staff, including the owner and manager. The owner holds early years professional status, a Montessori diploma and a forest school practice qualification at level 3. Of the other staff, all but one hold appropriate childcare qualifications.

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