

Inspection date	23 March 2018
Previous inspection date	15 January 2015

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

- Children of all ages make good progress in their learning. In some areas they make rapid progress, for example, they quickly develop their self-help skills and become independent learners. Children are very skilled at carefully selecting their own activities and show high levels of concentration as they complete their chosen task.
- The manager and her deputy have a good overview of the quality of the setting and are good role models for staff. They regularly demonstrate effective teaching skills. For example, they notice what children are interested in and use this information to skilfully help them to extend their knowledge.
- Staff work well together as a team and comment on the good support they receive from the management. They have regular meetings where they discuss their knowledge, evaluate teaching practices and identify any training needs.
- Staff work well with parents. They keep parents updated about the activities that children have taken part in and their level of development. The manager also offers in-depth courses on parenting skills, such as consistent approaches to managing children's behaviour.
- Children develop strong bonds with their key person. They play happily at the setting. Those who need extra support to leave their parents or carers receive cuddles from staff and soon settle happily into their play.

It is not yet outstanding because:

- At times, some staff miss opportunities to develop children's spoken language to the highest level.

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 extend children's spoken language to the highest level.

Inspection activities

- The inspector observed teaching practices for children of all ages, indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector held discussions with the manager, deputy, staff, children and parents.
- The inspector completed a joint observation with the deputy manager and held discussions about the quality of teaching and learning.
- The inspector discussed self-evaluation procedures with the manager and viewed documentation, such as the safeguarding policy.
- The inspector viewed children's development information.

Inspector

Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand the signs that may indicate a child is at risk from harm and know how to report their concerns. The manager ensures that visitors to the nursery are fully supervised when working with children. Staff are well qualified for their roles. They are encouraged to attend training and obtain further qualifications to continue to develop their skills and meet the needs of individual children. An example of this is when staff learn sign language to support children with communication difficulties. The manager has a good overview of children's achievements. She checks how groups of children are progressing, identifies gaps in learning and puts plans in place to help them catch up. For example, staff have put extra support in place to help girls develop their mathematical knowledge and skills to a higher level.

Quality of teaching, learning and assessment is good

Staff understand how children learn and have high expectations of all children. They offer a wide range of activities to help children to make discoveries for themselves while practising and mastering their skills. For example, children carefully use a pipette to transfer liquid from one pot to another. Two-year-old children show impressive hand-to-eye coordination as they thread beads onto a string. Staff teach older children to hear sounds in words and to write letters. Children enjoy these tasks and excitedly ask to learn more letter sounds. Children develop a good level of knowledge about the world they live in. They name continents and talk about how places differ to where they live. Babies have good range of opportunities to explore. Staff notice when they need time to play outside and support them as they investigate sand and water.

Personal development, behaviour and welfare are good

Children develop good social skills. Staff consistently implement the setting's motto of 'kindness and respect for all'. Children are taught to respect each other and staff. They are encouraged to be kind to their friends and solve problems. Children behave well and play nicely with each other. Staff help children to learn good table manners. Children wait very patiently for their lunch. They take turns as they carefully help themselves to beef stew, potatoes and carrots. Children have lots of opportunities to exercise their muscles outdoors. They run, jump and practise their cartwheels. They take sensible risks. For example, they carefully balance while walking on a low wooden beam. Children learn about special events. For instance, they excitedly show the bunting they have hung around the setting in preparation for their forthcoming 'wedding' celebrations.

Outcomes for children are good

Children, including those who have special educational needs and/or disabilities, are well prepared for the next stage of their learning and school. Babies enjoy looking at books and listening to stories and songs. They happily explore different ways of moving, such as rolling. Toddlers and pre-school children are highly independent and are able to do many things for themselves. They develop good levels of literacy and mathematical skills.

Setting details

Unique reference number	EY290559
Local authority	Suffolk
Inspection number	1092054
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	46
Number of children on roll	82
Name of registered person	Carolyn Olive Juliet McNeill
Registered person unique reference number	RP512589
Date of previous inspection	15 January 2015
Telephone number	01473 212448

Chives Montessori School registered in 1989. The nursery employs 12 members of staff, six of whom hold qualifications at level 6. The nursery opens Monday to Friday all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori approach.

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