

# Plympton Montessori Nursery & Kids Club



Plympton Montessori Nursery, Meadowfield Place, Plymouth, Devon, PL7 1XQ

<b>Inspection date</b>	5 April 2018
Previous inspection date	3 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff know the children well, including their personal care needs and likes, and welcome them warmly to each session to help develop their confidence. Children are content and settled, and form secure emotional attachments with the whole staff team.
- Staff routinely encourage children to have a go at managing their own needs and helping with small tasks. Children eagerly try to put on their coat, pour their drinks and voluntarily offer to help clean up, such as sweeping up any spilt rice on the floor.
- Staff work well with parents to involve them in their children's learning and development, including regularly sharing information about their good progress.
- The management team fully understands its responsibilities and leads the staff team well. They evaluate the setting effectively and are committed to providing children and their families with high-quality early years experiences.

### It is not yet outstanding because:

- Staff do not consistently know when or how to capitalise on children's emerging interests and ideas to develop their skills further, and do not extend the older children's learning as effectively as they could.
- Staff miss some opportunities for the babies to learn and use new words, and do not consistently provide strong support for older children to try to solve problems and help them engage in detailed discussions.

## What the setting needs to do to improve further

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

- support staff more to recognise and extend the older children's learning further, and to listen to and follow children's ideas
- provide even more opportunities for babies to learn and use new words, and for the older children to engage more frequently in detailed discussion and think about and solve problems, to extend children's communication and language skills further.

### Inspection activities

- The inspector observed children's interactions and play, and viewed the available play areas.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of staff, children and parents spoken to on the day of inspection.
- The inspector held a meeting with the management team to ascertain its understanding and implementation of the requirements of the early years foundation stage.
- The inspector sampled a range of documentation, including children's learning records, policies and procedures, and staff's suitability checks and training certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and staff have a clear understanding of the procedures to follow if they have concerns about a child's welfare. Risk assessments are thorough and help to identify and minimise any potential hazards. The management team monitors children's progress closely to identify any patterns. For instance, it recognised the need to focus on rhyming sounds to extend the older children's communication and language, and successfully targeted this area. Overall, the management team provides good support and coaching for staff, and develops their skills in different ways. For example, staff visited other early years settings and learned different activity ideas to successfully engage the children more in music and nursery rhymes. The management team and staff work closely with outside agencies, to enable good consistency in the care and education for children who may require additional support.

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

Staff assess children accurately and have a good understanding of their learning and development needs. They create an attractive environment for the children to explore and investigate, and plan a broad range of challenging activities. For example, staff planted seeds with the older children, to teach them about the natural world and develop their dexterity as they filled pots with soil. Babies and toddlers showed great interest in a tray of rice, enjoying the sensation of the rice moving over their hands and pouring it between different containers. Children are interested and motivated to learn. For instance, babies smile and laugh when staff repeatedly activate a sound toy, and watch carefully to anticipate the next sound. Older children act out what they have seen elsewhere during their imaginative games, such as showing care as they dress and feed the dolls.

### Personal development, behaviour and welfare are good

Staff are respectful of children, routinely model good manners, and praise the children's efforts and achievements, such as with 'high fives'. Children's behaviour is good. They develop effective social skills and are kind to each other. For example, toddlers offer to fetch a coat for other children when they say they are cold, and older children check how their friends feel after minor accidents. Children have daily opportunities to play in the fresh air and be active, to promote their good health and challenge their physical skills. For instance, staff teach the older children how to hit a ball using a bat.

### Outcomes for children are good

All children make good progress and gain the key skills needed in readiness for future learning and school. For example, they listen well when staff remind them about the need to share and take turns, and subsequently play nicely together. Older children learn good mathematical skills, such as copying patterns to build identical towers and counting how many blocks they used. Babies benefit from plenty of space as they learn to crawl, walk and move in different ways.

## Setting details

<b>Unique reference number</b>	117146
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	1089168
<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>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Maureen Taylor & Lawrence Taylor Partnership
<b>Registered person unique reference number</b>	RP524832
<b>Date of previous inspection</b>	3 March 2015
<b>Telephone number</b>	01752 343127

Plympton Montessori Nursery & Kids Club registered in 1998 and operates from the grounds of Yealmpstone Farm School in Plympton, Devon. It is an accredited Montessori nursery and follows the Montessori ethos of teaching. The nursery is open each weekday from 7.30am until 5.45pm all year round. It receives funding to provide free early education to children aged two, three and four years. The manager holds a degree-level qualification, Early Years Professional Status, and is a qualified Montessori teacher. There are eight members of staff, seven of whom hold a relevant childcare qualification to at least level 3, and four of whom have Montessori qualifications.

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