

Inspection date	12 April 2018
Previous inspection date	24 April 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

- Since the last inspection, new strategies for observing and assessing children's development have been introduced. Staff use these well to help them build on children's individual learning needs and they effectively support children to make good progress.
- The provider ensures staff are given regular opportunities to further their knowledge and teaching skills by accessing training and a mentoring programme. Staff talk about the positive impact this has on their practice. For example, they gained a more thorough understanding of how Montessori education links to the early years foundation stage.
- Staff give good support to the many children who speak English as an additional language. They learn words and familiar phrases from children's home languages, to help build children's confidence and self-esteem, as well as to support their acquisition of English.
- Partnerships with parents are strong. Staff keep parents well informed about their children's development and share how to extend their learning at home. Parents comment that their children are happy and cared for very well by attentive staff.

It is not yet outstanding because:

- The management team does not have the best possible insight into the progress different groups of children make, to help identify any possible gaps in their learning to strengthen teaching further.
- Staff do not have the best possible understanding of how to observe and assess children's development in technology.

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 monitoring and tracking of the progress different groups of children make, to identify gaps in their learning more swiftly and tailor teaching to help them catch up where required
- widen staff's knowledge and understanding of how to observe and assess children's development as they use technological equipment.

Inspection activities

- The inspector observed staff's teaching and interactions with children indoors and outside.
- The inspector spoke to staff and children, and held a meeting with the provider and acting manager.
- The inspector observed an adult-planned activity with the acting manager and held a discussion with him about children's learning.
- The inspector looked at a sample of paperwork, including staff's qualifications and suitability checks. The safeguarding policies and procedures were also seen.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a robust knowledge and understanding of the signs and symptoms that may indicate concerns about children's welfare. There are robust recruitment and vetting procedures in place. This helps to ensure that new staff are checked to determine their suitability to work with children. A thorough induction process helps them to understand their roles and responsibilities. Managers effectively support staff through supervision meetings and through monitoring their practice and teaching skills. This helps to ensure consistency across the staff team. Managers seek the views of parents when evaluating the nursery provision. They take swift action to deal with any issues parents raise, such as changing how cars are parked outside the nursery, to help ensure children and parents can access the nursery safely.

Quality of teaching, learning and assessment is good

Staff gather relevant information from parents about what children already know and can do. They use this information along with their ongoing observations to establish children's starting points and to identify what they need to learn next. Staff plan engaging activities, relevant to children's needs. For example, they teach children about the sounds that letters represent and how to build words. Children enjoy finding hidden letters and staff help them to work out the order of letters in words. Staff in the toddler room spend time looking at books with children. They teach them how to handle books correctly and children enjoy listening to stories. Babies enjoy playing with toy animals. Staff help to promote their language development as they tell them the names of animals and the sounds they make. Babies listen well and repeat this back to attentive staff.

Personal development, behaviour and welfare are good

Children enjoy fresh air each day and have many opportunities to be physically active. For example, they use ride-on toys, balance on planks of wood and run around the garden. Staff in the baby room organise the daily routine based on children's needs. For example, when babies show they are tired, they are soothed to sleep in an adjacent, quiet room. Staff regularly check babies as they sleep to make sure they are safe and feel secure. Children are developing good levels of independence. For example, they tidy away their activities and help to prepare healthy food at snack time, such as chopping fruit. Staff have high expectations of children's behaviour and provide consistent praise as they play and learn.

Outcomes for children are good

All children make good progress and are well prepared, with the skills they need, for their next stage of learning and for starting school. They develop good skills using their hands. For example, babies explore how to take lids off containers by pulling and twisting. Toddlers persevere in their tasks, such as when they work out how to fit shapes into wooden puzzles. Pre-school children hold pencils correctly and show a good understanding of the difference between words and pictures.

Setting details

Unique reference number	EY543195
Local authority	Cambridgeshire
Inspection number	1097922
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	86
Number of children on roll	46
Name of registered person	Cambridge Montessori Ltd
Registered person unique reference number	RP543194
Date of previous inspection	24 April 2017
Telephone number	01223 352472

Cambridge Montessori registered in 2017 and follows the Montessori method of education and philosophy. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years and Montessori qualifications, including five who hold qualified teacher status. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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