

Seedlings Montessori at Moorlands



Moorlands Primary School, Kesteven Way, Southampton, Hampshire, SO18 5RJ

Inspection date	10 April 2018
Previous inspection date	7 October 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make good progress in their learning and development. For example, children can confidently count in sequence.
- Children enjoy listening to stories that are meaningful to them. They show good levels of concentration, as they recall phrases and enthusiastically join in and repeat words.
- Staff are extremely sensitive to children's needs. They reassure the less confident children and skilfully help them to grow in confidence as they enter the setting.
- The manager and staff work closely with parents and with other professionals, to successfully support children and help them to make good progress.
- Children are extremely focused and motivated learners. For instance, they carefully sort coloured beads into groups and thread them onto string, promoting their physical play.
- Staff use self-evaluation effectively. The manager reacts quickly to suggestions from other professionals. As a result, staff reflect on their practice and are mindful of giving children time to solve problems and develop critical-thinking skills.
- Staff build on children's curiosity about the world and join in their conversations to help them learn. For example, they talk about how chlorine cleans water in swimming pools.

It is not yet outstanding because:

- At present, the systems to assess children's progress more precisely are in their infancy, so staff are not fully effective in minimising any gaps in children's learning.

What the setting needs to do to improve further

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

- embed the recently implemented assessment systems, to ensure even more accurate planning that precisely targets children's learning and development needs.

Inspection activities

- The manager gave the inspector a tour inside and outside of the setting.
- The inspector looked at a sample of children's records and discussed these with staff.
- The inspector observed staff interactions with children.
- The inspector spoke with children and observed them at different times of the day.
- The inspector looked at and discussed documentation with the manager, including policies, training certificates and daily attendance records.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a strong understanding of the procedures to follow in the event of a safeguarding concern. They understand their role and responsibility for referral very well. The well-qualified and experienced team works well together. For example, staff benefit from regular supervisions, monitoring and discussions. This helps them to evaluate their practice and find solutions to any areas that they recognise need improving. The manager and staff increase their knowledge through continuous professional development and discussions with other professionals. As a result, they meet all children's individual needs well. Staff build trust and good relationships with parents. The manager has thorough systems to monitor staff suitability.

Quality of teaching, learning and assessment is good

Staff offer good support to children and skilfully encourage their language development. For example, they engage in conversations about their interests and introduce new words to children. Staff build on younger and older children's knowledge of the world well. For instance, they encourage them to use technology to select songs and find out about different parts of the world. The manager and staff promote children's mathematical development well, through a wide range of opportunities. For instance, children compare different quantities and weights as they pour and transfer a variety of pulses to and from china jugs. Staff give children a good level of challenge.

Personal development, behaviour and welfare are outstanding

Children receive exemplary support to promote their personal, social and emotional development. The manager provides a stimulating environment where manners, respect and courtesy are highly valued. The key-person system is extremely effective. Staff have an excellent understanding of children's unique personalities and are extremely perceptive of their needs. Children are exceptionally independent. For instance, younger children demonstrate high levels of self-control and consistently show high respect for their peers. Staff are superior role models and promote healthy lifestyles. For example, children are physically active, and parents are encouraged to supply healthy snacks and meals. All children successfully demonstrate self-care skills and flourish in the secure learning environment.

Outcomes for children are good

Children make good progress from their starting points and learn valuable life skills for their next stages of learning. Children are creative and enjoy exploring and trying new things for themselves. For example, they use their imaginations well during pretend play, such as engaging in lively discussions with small-world figures to re-enact real-life situations. Children learn to listen, focus and concentrate well on their chosen activities.

Setting details

Unique reference number	161028
Local authority	Southampton
Inspection number	1127302
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	2 - 8
Total number of places	30
Number of children on roll	21
Name of registered person	Helen Prochazka
Registered person unique reference number	RP511978
Date of previous inspection	7 October 2015
Telephone number	023 8046 2555

Seedlings Montessori at Moorlands registered in 2001. It operates on the site of Moorlands Primary School, in Bitterne, Southampton. The setting is open Monday to Friday from 8am until 6pm, for 48 weeks a year. There are three members of staff, all of whom hold early years qualifications. The setting receives funding for early education and follows the Montessori approach to education.

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