

Burnham Montessori School



Dropmore Parish Hall, Littleworth Road, Burnham, Buckinghamshire, SL1 8PF

Inspection date	3 May 2018
Previous inspection date	7 July 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

- Children's needs are quickly identified and particularly well met through very effective partnership working between staff, parents and other professionals.
- The owner has a thorough understanding of her responsibilities in meeting the legal requirements. She and the manager ensure that staff use well-researched, up-to-date policies and procedures to promote children's health, safety and well-being.
- The quality of teaching varies from good to excellent, depending upon each member of staff's experience. Parents recognise that their children are in very capable hands and appreciate the tips and guidance staff share with them through a variety of means.
- Children behave extremely well. They show exceptionally mature and positive attitudes towards others. For example, children share favourite toys without being asked, saying to their friends, 'It's your turn now, you're in charge'.
- Children are enthusiastic learners. They are keen to discover and demonstrate high levels of involvement in their play. Children have excellent independence skills for their age and are very well prepared for their move on to school.

It is not yet outstanding because:

- Staff do not provide a wide range of materials outdoors for children to use to make meaningful marks and write for a purpose, to develop their literacy skills fully.

What the setting needs to do to improve further

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

- offer more opportunities for children to practise mark making and writing for a purpose, particularly for those children who enjoy learning outdoors.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the setting and their children's progress.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the owner.
- The inspector observed care routines and teaching with the manager and discussed how staff worked with other professionals to meet children's individual needs.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Professional, reflective and skilled leadership from the owner and manager continues to raise standards across the setting to increasingly high levels. Self-evaluation is accurate, includes all those involved with the setting and is used astutely to raise outcomes for all children. For example, the manager has streamlined assessments and monitoring of children's progress. This results in a clear way of sharing information with parents and agreeing the next steps in children's learning. Safeguarding is effective. The manager ensures that all her staff know how to recognise and respond appropriately to a wide range of potential child protection issues.

Quality of teaching, learning and assessment is good

Senior staff are highly qualified and they continue to raise the quality of staff's practice through, for example, training, coaching and research. Children benefit enormously from staff's detailed understanding of how they learn and ways to add just the right amount of additional challenge. Staff supervise children carefully, while giving them time to follow their own interests, persist with tasks and master new skills. For example, children use a range of technology to investigate spring planting and the role of insects inside, before planting their vegetables with staff outside. Children thoroughly enjoy working out how to use binoculars to examine the differences between cabbage and cosmos seedlings and the tiny insects that land on them. They competently handle seeds and trowels.

Personal development, behaviour and welfare are outstanding

Staff inspire children's role play with items such as dressing-up clothes and interesting props. Children practise dressing themselves independently. They pull on firefighters' trousers and fasten up jackets. Children learn how to call the emergency services and make links between toy fire extinguishers and the real ones they know to respect inside the setting. Staff allow children to take well-supervised risks, such as constructing and using obstacle courses. Older children assess the safety of crawling across a block that pivots on the top of others. They challenge themselves, but have a deep understanding about protecting any younger children from taking such a risk. Staff are swift to model ways to include everyone in games and older children quickly adapt to meet the needs of all their friends.

Outcomes for children are good

Children are emotionally and academically well prepared for the next stage in their learning, including school. Children with delayed speech skills catch up with their age group in time for starting school. Other children become socially skilled and self-confident in their abilities as their special educational needs and/or disabilities are clearly identified and defined. Children learn to be courteous to each other and to new people they meet. They become self-assured and skilled in busying themselves with explorations and investigations. Children use a wide range of tools and technology precisely.

Setting details

Unique reference number	EY337023
Local authority	Buckinghamshire
Inspection number	1129541
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 - 4
Total number of places	24
Number of children on roll	24
Name of registered person	Soniadip Kaur Grewal
Registered person unique reference number	RP514388
Date of previous inspection	7 July 2015
Telephone number	01753 647557

Burnham Montessori School registered in 2006. It is open from 8.45am until 3.45pm from Monday to Friday, during term time only. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. Of the five members of staff, three hold relevant childcare qualifications at level 4 and the owner holds early years professional status.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

