

Christchurch Montessori Nursery

247 Fairmile Road, Christchurch, Dorset, BH23 2LH



Inspection date

8 June 2018

Previous inspection date

22 June 2017

| | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| The quality and standards of the early years provision | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management does not ensure staff support the differing abilities of all children in some activities or sufficiently encourage their involvement to enable them to make better achievements in all aspects of their learning consistently.
- Staff do not always provide a wide variety of play experiences and resources in the garden area to support the interests and needs of those children who learn best outdoors.
- Management has not considered different methods to encourage parents' involvement in their children's learning and keep them informed more precisely about children's next steps of development.

It has the following strengths

- Children behave well. Staff promote children's good behaviour effectively and actively support them to manage their emotions, be kind and take turns with their friends.
- Staff are caring and welcome children warmly. Babies enjoy staff cuddling them and feel secure as they feed contentedly from their bottles. Older children laugh happily as they share jokes with staff.
- Staff actively promote children's awareness of keeping themselves and others safe. For example, when playing with pretend food, they comment only adults should use the oven as it is hot.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve how staff support the differing abilities of each child, to promote fully all aspects of their learning and developmental needs effectively and enable all children to make good progress. 08/08/2018

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

- improve the play experiences and variety of resources in the garden play area to support fully the interests and needs of those children who learn best outdoors
- extend methods of working in partnership with parents to share children's achievements from home more frequently and support children's next steps more precisely.

Inspection activities

- The inspectors observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspectors viewed documentation, such as operational policies, procedures, children's learning journals and required records, including qualifications, first-aid certificates and evidence of suitability.
- The lead inspector undertook a joint observation of an activity with the duty manager and discussed children's learning and social skills.
- The inspectors took into consideration the spoken views of parents.
- The inspectors held a leadership and management meeting, and discussed the nursery's self-evaluation and how staff use this to make continual improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has supported staff well since the last inspection to understand their roles and responsibilities. For example, they meet together regularly to reflect on staff performance. The management team has also reviewed evaluation processes and now involves all staff. However, although they have made some evident improvements, they have not fully embedded systems to support children's progress further. For instance, staff do not use the assessment process more precisely to inform parents and enable them to share what their children know and need to learn next, for example, to gain more-accurate information about children's learning at home. Safeguarding is effective. Management ensures staff have a suitable awareness of safeguarding and know what to do to protect children's welfare.

Quality of teaching, learning and assessment requires improvement

Teaching is not consistently good. Staff identify children's next steps of development, but do not always support these well enough in practice. As a result, they do not consistently respond to children's differing abilities within all activities. For example, at times, babies and toddlers play together in one room and staff do not organise activities effectively to enable their successful participation. In addition, staff do not always encourage all older children to become involved in some activities to extend their interests. Nevertheless, staff promote children's language and literacy skills well. For instance, staff have used training to help children create their own stories, such as 'the three little dinosaurs'. Staff support children's creativity and imaginations effectively. For example, older children squash, squeeze and roll out dough and say they have made a 'squashed pea pizza'. Younger children show interest as they dig in the sand and find hidden toy insects. Staff liaise regularly with other professionals to identify ways to support children's specific educational needs and provide continuity for their learning.

Personal development, behaviour and welfare require improvement

Staff actively encourage children's physical skills. For example, older children stretch and climb on a rope ladder and learn to negotiate space well, such as when using the ride-on toys. Toddlers learn to use tongs to pick up small, colourful objects. Younger children show curiosity and exploration. For instance, babies smile as they feel textures, such as foil, fur or wood. However, at times, the variety of activities or resources outdoors does not motivate children sufficiently, for example, to extend their interests more effectively.

Outcomes for children require improvement

Overall, children make steady progress. However, at times, staff do not engage all children in purposeful play activities sufficiently to help them make the progress of which they are capable. Nevertheless, children gain independence and social skills to prepare them for school. For example, they greet their friends and sing their 'hello song' happily to each other. Older children become confident in practical life skills, such as taking responsibility for their environment, personal care and organising their belongings.

Setting details

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| Unique reference number | EY373992 |
| Local authority | Dorset |
| Inspection number | 1108083 |
| 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 | 36 |
| Number of children on roll | 54 |
| Name of registered person | Christchurch Montessori Partnership |
| Registered person unique reference number | RP902391 |
| Date of previous inspection | 22 June 2017 |
| Telephone number | 01202461127 |

Christchurch Montessori Nursery registered in 2008. This privately owned nursery is in Christchurch, Dorset. The nursery opens each weekday from 8am until 6pm, for 48 weeks of the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 11 members of staff. Of these, one holds early years professional status, two staff hold a Montessori qualification at level 4 and five staff hold early years qualifications at level 3. The nursery follows the Montessori approach.

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