

Kings Castle Montessori Nursery School

Kings Castle Montessori, 31 Saxonbury Road, BOURNEMOUTH, BH6 5NB



Inspection date	21 June 2018
Previous inspection date	9 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The management team supports staff well to evaluate and develop their practice. For example, it has changed the layout in the toddler room to give children more space to develop their larger movements and access a wider choice of learning resources.
- Children enjoy a well-balanced menu of snacks and meals. They help to prepare their snacks and learn about the food that will support them to keep healthy and well.
- Staff are welcoming and friendly and children are secure in their care. For example, babies and toddlers cuddle comfortably with staff when they need reassurance.
- Staff plan a wide range of purposeful and motivating activities to promote children's learning. Children develop good concentration and make positive progress.
- Staff keep parents well informed about children's activities. Staff liaise regularly with parents and other professionals involved to support children's specific individual needs.
- The management team and staff monitor children's achievements effectively. They identify how to support their progress further within purposeful, interesting activities.

It is not yet outstanding because:

- At times, staff miss opportunities to help children learn how to manage their emotions and play well together more consistently.
- Staff do not use information shared with parents about children's existing skills on entry as well as possible, to support the initial assessments and planning for children's learning more effectively.

What the setting needs to do to improve further

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

- strengthen the opportunities to help children learn how to manage their emotions more consistently
- make more use of information obtained from parents about children's existing development on entry, to better inform the initial assessment and planning of activities.

Inspection activities

- The inspection took place following Ofsted's risk assessment process. The inspector observed children's interactions in play indoors and outdoors, and viewed their learning journals.
- The inspector viewed documentation, such as operational policies, procedures and required records, including staff qualifications, first aid, and insurance certificates.
- The inspector undertook a joint observation of an activity with the deputy manager and discussed children's learning and development.
- The inspector took into account the written and spoken views of parents.
- The inspector held a leadership and management meeting and discussed self-evaluation and how management and staff use this to make ongoing improvements.

Inspector

Mary Daniel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management supports staff well to understand their responsibilities and procedures to safeguard children and notify relevant agencies of any concerns. Management implements its policies, such as for safeguarding and complaints, appropriately and keeps parents well informed of operational procedures. It understands the importance of keeping clear records about children's well-being and gives regard to confidentiality. Management deploys staff well to supervise children. All staff complete first-aid training and know how to attend to any accidents children have. Management supports staff's professional knowledge well. For example, training has helped staff improve ways to support children who speak English as an additional language.

Quality of teaching, learning and assessment is good

Staff are qualified and experienced. They support children's language and literacy skills very effectively. For example, babies babble happily and attempt to repeat familiar words, such as 'please'. Toddlers start to recognise repeated refrains of a favourite story and join in saying 'squelch, squelch' and 'swishy swashy grass'. Older children confidently talk about the sea and decide they will learn to swim when they are '28 or 69'. Staff promote children's understanding of the world very well. For example, children help to feed their giant land snail some lettuce and say 'its shell is slimy'. Older children show interest in underwater creatures and know which picture is of the 'megamouth' or 'white tipped reef shark'. Staff encourage children's exploration of colour and texture effectively. For instance, babies excitedly push their hands through shaving foam, paint or bubbly water. Toddlers become engrossed drawing with chunky chinks. Older children use good control drawing lines and circles and show delight at the 'spider' picture that they create.

Personal development, behaviour and welfare are good

Staff actively promote children's physical well-being and coordination skills. For example, babies confidently stand themselves up to find a toy. Toddlers hear a familiar song and excitedly touch their 'heads, knees and toes'. Older children shriek with laughter as they chase a stream of bubbles. Staff manage children's behaviour well overall and interact positively with children. For instance, staff sit with babies and toddlers to settle them to sleep. Older children chat happily and ask staff politely for help. Staff assess the premises daily to help keep children safe and support them to learn how to take risks safely.

Outcomes for children are good

Children gain good social and independence skills to help prepare them for their move to school. They show pride in managing tasks themselves. For example, older children confidently fill small watering cans and carry these carefully outdoors to water the plants. Younger children concentrate well to spread butter on their rice cakes for a snack. They happily sing 'hello' to each other in their circle time. Children show great interest in letters and numbers. For instance, they learn the alphabet phonetically from a young age to start linking sounds and letters. Older children begin to use numbers fluently in their play.

Setting details

Unique reference number	EY380634
Local authority	Bournemouth
Inspection number	1139355
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	68
Number of children on roll	210
Name of registered person	Saxonbury Road Ltd
Registered person unique reference number	RP528448
Date of previous inspection	9 August 2017
Telephone number	01202 422235

Kings Castle Montessori Nursery School registered in 1997. This privately owned nursery operates in Tuckton, near Bournemouth. It follows the Montessori philosophy of education. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are 25 members of staff employed. Of these, two members of staff hold an early years childhood degree, seven hold childcare qualifications at level 4, six staff hold childcare qualifications at level 3 and four hold childcare qualifications at level 2. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery also employs an administrative member of staff.

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