

# Foxglove Montessori Nursery School

The Kingsfield Centre, Stowmarket, IP14 1SZ



<b>Inspection date</b>	12 July 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Managers demonstrate a strong commitment to continuous improvement and working towards excellence in all areas. They have high expectations for the provision and the quality of care and learning for all children.
- Relationships with parents and carers are exceptionally friendly and trusting. Partnership working is a particular strength of this nursery. Communication systems are effective.
- The teaching quality is consistently good and sometimes outstanding. Children benefit from interesting resources that help support their progress across all areas of learning.
- Staff give high priority to supporting children's speech and language development. Strategies, such as signing and pictorial prompts, where appropriate, help support children's developing vocabulary. Staff engage children in conversation, ask questions to encourage them to think, and actively listen to what they have to say.
- Staff are exceptionally caring towards the children. Children come into the nursery happily and readily separate from their parent/carer. Children develop highly secure emotional bonds with staff.

### It is not yet outstanding because:

- On occasions, staff do not give the children opportunity to complete activities to their satisfaction before moving on with the routines of the day.
- Staff do not always pronounce initial sounds accurately when supporting children's developing awareness of naming and sounding the letters of the alphabet.

## What the setting needs to do to improve further

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

- give children time to complete their chosen activities to their satisfaction
- make the most of opportunities to help children hear and say the initial sounds in words correctly, further promoting their early reading skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to parents during the inspection and took account of written testimonials.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The provider leads the nursery well. She reflects on practice, along with staff, to bring about continuous improvement to the quality of care, teaching and learning. Staff are enthusiastic and motivated. They work very well as a team to meet children's individual care and learning needs. The learning and development requirements are monitored effectively. The provider examines the use of additional funding, such as the early years pupil premium, to ensure that it is used effectively to improve outcomes for children. Safeguarding is effective. A regular programme of supervision and training is in place. In addition, staff have frequent opportunities to learn from each other. Parents hold staff in very high regard, describing them as 'caring', 'friendly' and 'amazing'.

### Quality of teaching, learning and assessment is good

Staff observe children as they play and evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress. Staff ignite children's natural instincts to discover and explore. They support children in purposeful play. For example, staff seize the opportunity to look at the shadow and shape of a bean bag that lands on a canopy outdoors. Other items are put onto the canopy and staff support this well to further children's awareness of the names of shapes. Staff provide a lovely range of activities, both indoors and outside, that promotes all areas of learning. Children have free access to the outdoor play area, supporting those who learn best when outdoors.

### Personal development, behaviour and welfare are outstanding

Children's move from home to the nursery is managed exceptionally well. Settling-in visits are tailored to the individual needs of each child and their family. In addition, staff visit the children in their own homes, where children can get to know them in a familiar environment. Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Children respond positively to the high expectations of staff. Staff talk to children in a calm, respectful manner. They are highly successful in helping children to take responsibility for their own actions and think about the needs and feelings of others. They are helped to behave in ways that are safe for themselves and others, such as how to carry scissors safely. Children develop an extremely positive sense of themselves and excellent attitudes to people in the wider world.

### Outcomes for children are good

Children make good progress from their starting points and develop the key skills needed to be ready for school. They are independent and enthusiastic learners who readily lead their own play. Children understand that print carries meaning and enjoy listening to stories. Older children are beginning to write their first name. They count readily in play and routine situations. They manage their own personal hygiene and self-care well.

## Setting details

<b>Unique reference number</b>	EY535692
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1061010
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Lindsey Jane Harvey
<b>Registered person unique reference number</b>	RP535691
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01449 775333

Foxglove Montessori Nursery School re-registered in 2016, following a change in ownership. The nursery employs seven members of childcare staff, including the provider/manager. Of these, all staff hold appropriate early years qualifications at level 3 and above, including the manager who holds early years teacher status. The nursery opens from Monday to Friday during school term time. Sessions are from 8am to 4pm on Monday to Thursday, and from 8am to 12.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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