

Fountain Of Knowledge Montessori Nursery School

2a, Meadway, Bugbrooke, Northampton NN7 3PL



Inspection date	22 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Staff are deployed well to promote children's safety. They ensure children are supervised closely as they move through the nursery, such as when going outdoors or using the bathroom.
- Children's play areas provide good stimulation. Children are active and independent. Staff encourage them to help themselves to a good range of resources that motivates them to play. Children make good progress.
- Partnerships with parents are very effective. They are actively involved in their children's care and learning. Staff share ideas to support children's learning at home, such as through daily diaries and an online program. Each day, staff take time to share meaningful information that supports continuity in children's care and learning.
- Staff are attentive and caring towards children. They interact in a warm and gentle manner. Children settle happily and quickly feel at home in this welcoming home-from-home environment.

It is not yet outstanding because:

- The manager has not fully explored how the early years pupil premium funding can be best used so that children are supported to make the best possible progress.
- Staff do not consistently monitor children's assessment information thoroughly enough to identify where their learning experiences can be targeted more precisely.
- The monitoring of staff practice is not yet strong enough to help individual staff members to raise the quality of their practice to the highest level.

What the setting needs to do to improve further

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

- make better use of additional funding and assess the impact it has on the outcomes for children, so that all children's learning is promoted to the highest possible level
- monitor children's assessment information even more thoroughly to identify and tailor their learning experiences, to help them make the best possible progress
- refine systems used for monitoring staff practice to help individual staff members to raise the quality of their practice to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector completed a joint evaluation of outside activities with the manager.
- The inspector took account of the views of a number parents through written feedback.

Inspector

Alexandra Brouder

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The premises are well maintained and secure, and clear risk assessments are in place to help keep children safe. Staff are well deployed and children are consistently supervised as they move from one area to the next. Staff have a secure knowledge of how to keep children safe. They receive regular in-house training and discuss child protection during supervision and meetings. They know what to do should they be concerned for a child's welfare. The manager reflects on the quality of the provision. There is a clear development plan in place to support the continued good progress of the setting. Staff work well with parents, other professionals and external agencies. As a result, children who have special educational needs and/or disabilities get the support they need to make the best possible progress.

Quality of teaching, learning and assessment is good

Children are happy and enjoy their time in the nursery. They explore freely and staff follow children's lead as they play. Staff find out information from parents when children first start, about their prior learning and abilities. This helps them to plan for children's good progress from the outset. Children show a growing understanding of the world as they talk about what the tomato plants need to grow, such as sun and water. They identify those that are 'red' and therefore ready to pick, carefully breaking these off the stem and handing them to staff. Toddlers enjoy the sounds that musical instruments make. They bang, shake and rattle, and move rhythmically to the sounds made. When asked, older children demonstrate how to make the instruments 'quiet' or 'loud'. Staff support children's communication and language well, including mathematical words. As children play with the lottery, staff introduce positional language, such as 'on top', 'behind', 'underneath' and 'inside', challenging children to use these to describe what they see.

Personal development, behaviour and welfare are good

Children have regular opportunities to play outdoors in the well-resourced play area. They dig and hunt for bugs in the mud, read stories under the canopy and help to water the plants and vegetables. Children are well behaved and begin to show care and concern for their peers. They listen and follow instructions from staff, such as helping to tidy away toys, and begin to share and take turns with the resources. Children use their physical skills well. Younger children begin to show good spatial awareness as they climb and use the slide. Older children show good dexterity as they handle and use a range of tools, such as scissors, spades and watering cans.

Outcomes for children are good

Children are well prepared for school. Staff take time to talk to children about their upcoming move and encourage visits from teachers of not only the local school but others that some children will also attend. Children count the steps as they mount the stairs and name the shapes they see or make when digging in the mud. Children enjoy writing their names and making marks. All children make good progress, given their capabilities and starting points.

Setting details

Unique reference number	EY501045
Local authority	Northamptonshire
Inspection number	10059410
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 8
Total number of places	29
Number of children on roll	37
Name of registered person	Fountain Of Knowledge Montessori Nursery School Ltd
Registered person unique reference number	RP906498
Date of previous inspection	Not applicable
Telephone number	01604 832032

Fountain Of Knowledge Montessori Nursery School registered in 2016. The nursery employs eight members of childcare staff, as well as the manager. Of these, seven members of staff hold appropriate early years qualifications at level 2 or 3, including the manager who holds early years professional status. The manager also holds a masters degree. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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