

Attlebridge Montessori Nursery School

The Stable, Church Farm, Old Fakenham Road, Attlebridge, NORWICH
NR9 5ST



Inspection date	20 September 2018
Previous inspection date	10 July 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The manager has a strong understanding of what the setting excels at and where there is potential to improve even further. She is forward-thinking, a reflective practitioner and leads staff who are passionately committed to high-quality care and education for children.
- The well-qualified and experienced staff team demonstrates consistently high-quality teaching skills. They know children very well and use information from their observations and from parents to plan activities which engage and challenge all children. For example, staff offer children more complex resources as they master skills, such as shape matching and measuring.
- Children enjoy attending this warm, welcoming setting. They are excited to arrive and delight in choosing freely from the range of exciting, interesting activities and resources.
- Children show particularly high rates of progress in personal, social and emotional development, mathematics and communication and language development. Children develop a positive attitude to learning and are eager to take part in new activities.
- Parents are highly valued as key contributors to children's learning and development. They are very well-informed about their child's daily activities and progress. Parents are encouraged to share their knowledge of their children during enrolment and throughout children's attendance in a variety of ways. For example, parents add their own observations to children's learning records and take home learning bags. The setting hosts regular events and communication opportunities, this helps build strong partnerships with families and other settings that children attend.

What the setting needs to do to improve further

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

- continue the very effective monitoring and development of staff performance to ensure the quality of teaching remains highly effective.

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 held a number of discussions with the manager and staff. She looked at relevant documentation, including children's learning records and evidence of the suitability of all persons working on the premises.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector

Kate Oakley

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The manager and staff have a very robust understanding of child protection issues, including a comprehensive knowledge of the signs that a child may be at risk of harm. The manager regularly and rigorously monitors and analyses children's learning and progress. She shares this information with staff to identify areas as a team to focus support within activity planning and to reflect on potential changes within the physical environment. Staff are empowered and motivated to offer superb experiences which change according to the needs of children attending. For example, specialist qualifications in yoga, massage and physiotherapy enable staff to offer sessions to support children's physical and emotional well-being. The manager plans to review the arrangements for monitoring and training of staff to ensure continuous and responsive development.

Quality of teaching, learning and assessment is outstanding

The environment is carefully resourced and organised to help children practise skills in all areas. Staff combine high expectations for what children can achieve with meticulously planned learning experiences which cater to individual children's interests. Staff skilfully support children during play, promoting their curiosity and exploration. For instance, staff extend a sea creature activity to include children's experiences of catching real crayfish. Children's home experiences are highly valued and woven into daily routines and activities. For example, children can self-register using a name label with all the languages they speak represented. Individual staff take responsibility to develop specific areas or initiatives, such as creative play in the outdoors environment. This significantly enhances children's learning and care experiences.

Personal development, behaviour and welfare are outstanding

Children form warm relationships with staff and settle quickly. They are confident in their surroundings and show they feel safe and secure. From a young age, children are familiar with the routine of the setting and take responsibility for certain tasks. For example, they dress themselves in waterproof suits to play outdoors and calmly tidy away toys when finished. Staff are wonderful role models who demonstrate positive, respectful relationships. Their praise and encouragement support children to develop high self-esteem and resilience. Children are very well-behaved. Staff support children to learn how to manage risk for themselves within the safe and supportive environment. For example, they teach them rules for independently using a bucket and pulley system hung from a tree in the garden.

Outcomes for children are outstanding

All children, including those who have special educational needs and/or disabilities, make excellent progress from their starting points. They are active, confident learners who concentrate on tasks for extended periods of time and persevere to master difficult skills. Children enjoy each other's company. They are kind and considerate, pulling out chairs for their friends and offering them toys. Children use safe carrying techniques to transport large planks to make a den where they pretend to cook over a fire with their friends. Children are very well-prepared for their next stage in learning, such as school.

Setting details

Unique reference number	EY394221
Local authority	Norfolk
Inspection number	10065010
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of registered person	Mann, Samantha Paula Griffith
Registered person unique reference number	RP903204
Date of previous inspection	10 July 2015
Telephone number	01603865834

Attlebridge Montessori Nursery School re-registered in 2009. The nursery is open Monday to Friday from 8.30am to 4.00pm, term time only. It employs eight members of staff. Of these, six hold appropriate early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

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