

Kingfisher Montessori School

Gaddesden Row Community Hall, Gaddesden Row, HEMEL HEMPSTEAD, Hertfordshire HP2 6AG



Inspection date	2 October 2018
Previous inspection date	9 October 2014

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

- Children behave well. They learn right from wrong and are kind to each other. Staff provide clear guidance for children to work out problems and conflicts independently. This has a positive impact on children's well-being. Children share toys and resources and help their friends when in difficulty.
- Staff encourage children's physical development. They provide daily opportunities for children to use the outside area. Additionally, children take part in fun activities brought into the nursery from outside agencies. This further supports their physical skills.
- Children learn about the importance of good hygiene. They follow routines that include regular handwashing before snacks and lunch. Children eat a broad range of healthy, well-balanced meals and snacks. Their social development is promoted well. For example, children choose to sit with their friends at mealtimes.
- Staff promote strong opportunities for children to learn about their personal safety and risks. For example, they encourage children to learn about using equipment safely. Staff praise children as they competently carry their chairs when joining together for group activities.
- The manager and her staff team regularly evaluate the nursery. They consistently look at ways to improve the setting and include the views of parents and children in their evaluations.

It is not yet outstanding because:

- Staff do not consistently consider how young children can be fully involved when taking part in planned activities alongside the older, most-able children.
- On occasions, staff do not share information with other settings that children attend to enable a shared approach to children's care and learning.

What the setting needs to do to improve further

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

- adapt activities when children are grouped together to take greater account of their different ages and stages of development
- strengthen information sharing with other settings that children attend to fully support and complement children's care and learning experiences.

Inspection activities

- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owners. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through discussion and written feedback.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular child protection training and know the correct professionals to contact if there are concerns about children's welfare. Staff understand how to protect the children in their care and recognise the signs and symptoms of abuse. The manager implements robust recruitment and induction procedures that ensure staff are suitable for their roles and responsibilities. She monitors the staffs' quality of teaching through observation. In addition to this, the manager provides staff with regular supervision and appraisal meetings. This encourages staff to look at their strengths and areas for improvement and identify their own training and development needs. Staff promote effective partnerships with parents. They provide good opportunities for parents to access their children's online learning profile. Staff encourage parents to extend their children's learning at home. For example, children regularly choose a book to take home and share with their family.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language development. For example, interactions with staff during story time fully engages children and they confidently join in using puppets and actions. Staff support children's growing vocabulary and confidence well. They introduce new words and extend older children's learning with effective questioning techniques. Children are imaginative. They design and create a wide range of items with malleable dough, sharing and discussing their ideas with their friends. Staff know the children well. They complete regular observations and assess children's learning. Staff plan activities and experiences that include children's interests and next steps in learning. This provides good opportunities for children to make effective progress.

Personal development, behaviour and welfare are good

Children are happy and confident. They have daily opportunities to make independent choices about their play. Children are motivated and spend long periods of time engaged in their chosen activities. Children demonstrate that they feel safe and settled. They build strong attachments with staff and form close bonds with other children. Children separate from carers with ease and settle quickly at activities. Staff reward children with positive praise. This helps to promote children's personal, social and emotional development.

Outcomes for children are good

Children make good progress given their starting points and capabilities and they gain the necessary skills to be ready for school or the next stage of their learning. Children develop interest and curiosity as they investigate a wide range of stimulating materials and activities. Children have good imaginations and explore role play with confidence.

Setting details

Unique reference number	EY357152
Local authority	Hertfordshire
Inspection number	10069421
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	22
Number of children on roll	26
Name of registered person	Camilla Bruce and Ruth Good Partnership
Registered person unique reference number	RP527066
Date of previous inspection	9 October 2014
Telephone number	01582849351

Kingfisher Montessori School registered in July 2007 and employs three members of childcare staff. Of these, two hold an appropriate early years qualifications at level 3, including the manager who has early years professional status. The nursery opens Monday to Friday, from 8.30am until 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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