

# Bright Minds Montessori Nursery

Bethel Apostolic Church, 48 Mount Pleasant Road, Luton, Beds LU3 2RR



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 10 October 2018 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Not applicable | <b>2</b> |
|---|---|-------------------------------|----------|
| 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 are learning the skills they need to be successful learners. They concentrate on tasks for sustained periods of time, listen carefully to each other and follow instructions from adults. As a result, all children make good progress.
- Staff promote children's communication and language skills well. They introduce new words for children to copy that have meaning to them. This encourages children to extend their vocabulary.
- Leaders are dedicated to providing high quality care and education for the children. They aim to continuously improve the nursery. They identify gaps in the curriculum and actively seek to improve this. They also have plans to refurbish the outdoor area.
- Staff work closely with parents to support children's overall development. They share ideas on how parents can help children's learning at home and communicate often to support children with their care needs such as toilet training. Parents are extremely complimentary about the nursery staff.
- Children have ample opportunity to practise using their small finger muscles to support later writing skills. They carefully pick kernels of corn out of jars, grip tweezers to pick up items and butter their own bread at snack.

### It is not yet outstanding because:

- Although practice is good throughout the nursery, there is not enough focus on performance management to raise the quality of teaching to an exceptional level.

## **What the setting needs to do to improve further**

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

- sharpen the focus for the performance management of staff to enhance the already good teaching and practice even further.

### **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector checked a range of documentation, including safeguarding procedures, and evidence of staff's suitability, qualifications and training.
- The inspector spoke with staff and children throughout the inspection.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector took into account the views of parents spoken to on the day.

### **Inspector**

Elke Rockey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a strong knowledge of the signs and symptoms of abuse and wider child protection issues. They are confident in following any concerns with the relevant agency and parents. Leaders ensure all staff are suitable to be employed and monitor ongoing performance in a range of ways. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. The leaders monitor learning and the curriculum, ensuring that all children make good progress and any gaps in development are minimal.

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

Good teaching motivates children to learn new things. Staff carefully plan group times, therefore challenging older children in an appropriately structured way. The bi-lingual aspects of children's language skills are supported well by staff. For example, they introduce different words as children learn the names of fruit in languages other than English. Staff encourage children to identify their names and gradually introduce them to the phonic sounds of letters. This helps children develop their early literacy skills well. Young children use their imaginations to pretend to cook in the home corner. The Montessori qualified staff use their training to support children effectively. They use their good understanding of child development to plan a wide range of enjoyable opportunities. Staff make ongoing assessments of children's learning and share these with parents to support children's good progress overall.

### Personal development, behaviour and welfare are good

An effective settling-in procedure ensures all children are secure with their key person and they are ready to learn in the nursery environment. Staff sensitively tune into children's emotional needs in a range of situations. For example, staff give children space if they are upset on arrival. When behaviour becomes excitable, staff skilfully and calmly support children to consider changing their actions. This helps children learn to understand what behaviour is acceptable. Children are learning what contributes to a healthy lifestyle as they are provided with sugar-free snacks and have opportunities to experience outdoor physical play on a daily basis. The resources are inviting to the children. They understand how to use each item at the Montessori work stations. Children are learning to take care of themselves and each other. For example, they remind each other to cover their mouths when they cough and remember to wash their hands with soap and water to prevent germs.

### Outcomes for children are good

All children make good progress in their learning and development and are gaining the skills they need for future education. They display positive attitudes towards their learning. Children explore number concepts and recognise numerals as appropriate for their age. Children demonstrate their independence as they follow routines, such as tidying away the toys.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY545541  |
| <b>Local authority</b>                           | Luton   |
| <b>Inspection number</b>                         | 10061182  |
| <b>Type of provision</b>                         | Full day care   |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Childcare on non-domestic premises  |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 32  |
| <b>Number of children on roll</b>                | 23  |
| <b>Name of registered person</b>                 | Bright Minds Montessori Nursery Limited   |
| <b>Registered person unique reference number</b> | RP907738  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 07872470538   |

Bright Minds Montessori Nursery registered in 2017. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above, including two with a Montessori qualification. The nursery opens from Monday to Friday, term time only, from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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