

Derby Montessori School

Montessori house, Rowditch Place, DERBY DE22 3NJ



Inspection date	18 October 2018
Previous inspection date	9 September 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

- Staff are caring and attentive and attend to children's needs promptly. They form affectionate relationships with children, giving them the confidence and motivation to explore resources and enjoy taking part in activities.
- The staff are good role models. They teach children to build firm friendships and to know what is expected of them. Children behave well and play happily together. Staff provide a secure base for developing children's well-being and independence.
- All children make good progress from their initial starting points. The manager and staff know all children well. They plan a wide variety of exciting play experiences that supports children's ideas and motivates their learning effectively.
- Partnerships with parents are good. The manager and staff use a range of strategies to engage parents and share information about children's development. They keep parents regularly up to date with their children's progress and about how they can contribute to their children's learning.

It is not yet outstanding because:

- Staff do not consistently maximise opportunities to promote children's understanding of numbers to the highest possible level.
- Although the staff monitor individual children's progress effectively, management do not use the information fully to monitor the progress made by groups of children, to help them evaluate the effectiveness of teaching and learning overall.

What the setting needs to do to improve further

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

- provide more opportunities to help children further develop their understanding of numbers to the highest possible level
- develop further the monitoring of progress made by different groups of children and use this information fully to evaluate the effectiveness of teaching and learning.

Inspection activities

- The inspector had a tour of the nursery. She spoke with members of staff and children at appropriate times during the inspection and held discussions with the management team.
- 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 evaluation of an activity with the manager. She discussed children's learning and development. She looked at children's learning records and discussed the progress they make.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and documentation linked to managing children's progress.

Inspector
Jan Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff keep up to date with changes in child protection legislation and have a clear understanding of what to do if they have any concerns about a child's welfare. The manager has thorough recruitment and induction systems in place to help ensure all staff are suitable for their roles. She is a good role model for staff and leads by example. She reviews staff performance regularly to identify training opportunities. Staff have developed their knowledge about how to promote children's speech and language, which helps to identify where children may require further support. The manager evaluates the quality of provision continuously, identifying areas to drive improvement. For example, she and staff have identified the need to improve the outside environment.

Quality of teaching, learning and assessment is good

Staff are well qualified and understand that children learn through play. They make regular observations and assessments of children's learning. Overall, they use this information to review and plan for children's next stages in learning. Staff support children's communication skills well, including those who speak English as an additional language. Staff listen attentively and give children plenty of time to speak. They extend children's vocabulary by adding new words and support understanding by using simple sign language. Staff encourage older children to be imaginative in their play. Children have great fun as they build rockets and younger children thoroughly enjoy cooking dinner and using a range of tools to stir the mixture. This activity encourages physical and coordination skills to develop well.

Personal development, behaviour and welfare are good

The manager and staff work together effectively to create a welcoming, calm and stimulating environment. New children settle quickly. Children are happy and confident. Staff promote children's physical well-being effectively and provide good opportunities for them to understand about healthy lifestyles. For example, children enjoy healthy snacks of fruit and vegetables and enjoy daily opportunities to play outside. Children learn how to use equipment safely. Staff supervise children closely to keep them safe in their activities. They provide the children with a range of different resources and activities to support them to learn about diversity and the wider world.

Outcomes for children are good

Children gain the skills that will support them with their future learning. They concentrate well on their chosen activities and show persistence. They listen attentively, are independent and eager to learn. Children's early literacy skills are developing well. For instance, they successfully identify letters and sounds in their names and accurately write and enjoy looking at books. Children develop good physical skills.

Setting details

Unique reference number	EY476012
Local authority	Derby
Inspection number	10069265
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	2 - 4
Total number of places	43
Number of children on roll	33
Name of registered person	Interweb Spark Limited
Registered person unique reference number	RP902786
Date of previous inspection	9 September 2014
Telephone number	01332346333

Derby Montessori registered in 1995, moving to its current location and re-registering in 2014. The setting employs nine members of staff. All of whom all hold an appropriate early years qualification and level 3 or 4. The setting opens Monday to Friday, from 8am to 6pm, all year round except for five weeks spread throughout the year. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The provision is affiliated to The Montessori Society UK.

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