

Little Oaks Montessori

Brian Jubb Hall, Victoria Road, Farnham Common, Slough SL2 3NJ



Inspection date	8 November 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

- All children, including funded children, enjoy their learning and make good progress. Staff make observations and know the children well, helping them plan effectively for individual children's development.
- Staff are caring and positive role models and are sensitive to children's individual needs. This helps their emotional well-being effectively. Children behave well. Children learn to share, take turns and be respectful to others.
- The manager is committed to developing the pre-school continually and providing a caring and good-quality learning environment. For example, they have recently improved their planning system to fully incorporate children's interests.
- The manager and staff team provide a wide range of activities that children are eager and confident to explore. Children are enthusiastic to play and learn indoors and outdoors.

It is not yet outstanding because:

- Staff are not always successful in obtaining sufficient information from parents about their children's achievements when they first start.
- Systems for tracking groups of children's progress is not yet fully effective to consistently raise outcomes for children to the highest level.
- At times, staff offer new activities before giving children time to finish, consolidate and explore new skills first, to help their learning even further.

What the setting needs to do to improve further

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

- strengthen partnerships with parents even further to help support them to share more effectively what they know about their children's achievements when they start
- build further on systems to track groups of children's progress to help raise children's outcomes to the highest level
- allow children enough time to develop fully and finish their play before offering an alternative activity, to help all children make the best progress possible in chosen learning.

Inspection activities

- The inspector toured the premises and observed the children taking part in activities and evaluated the impact on their learning.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Claire Boparai

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know what action to take if they are concerned about the welfare of a child in their care. They demonstrate a good understanding of child protection issues. The manager uses efficient systems for recruitment and induction of staff, and to ensure the ongoing suitability of staff. This helps to make sure that children are supervised appropriately and cared for by suitable adults. The manager monitors staff practice well and offers regular support and coaching. This helps to ensure all staff develop their skills and confidence effectively. Staff attend training opportunities, which help them implement positive changes to practice. For example, staff used ideas gained from training to further support children's language skills.

Quality of teaching, learning and assessment is good

Staff are qualified, knowledgeable and experienced. Staff carry out regular observations of children during play and use these to identify their next steps in learning. Children become engrossed in activities that support their imaginations. For example, they build boats and pretend to sail across the ocean. Overall, staff recognise how and when to involve themselves in children's play to further support their learning. For example, staff give lots of encouragement as children use emerging skills to explore a range of technology. Staff place a strong focus on building children's speaking and listening skills effectively. For instance, small-group times enable children to hear and recognise rhyming words, to help support their language and early reading skills.

Personal development, behaviour and welfare are good

Children are quickly put at ease by the kind, caring and well-organised staff. Children's care needs are met well, and overall staff work with parents well. For example, they gather important information from parents about children's ongoing care needs. Staff promote children's physical skills well. For instance, they help them ride scooters outside and persevere as they use scissors to cut different materials. Children learn about the wider world. For example, during visits to the library. Staff effectively help children to learn to respect each other and gain an understanding of other cultures and religions.

Outcomes for children are good

All children make good progress from their starting points and develop the key skills to prepare them well for their future learning. They take turns and play cooperatively. They show independence. For example, as they make choices about their play and manage their own personal care with confidence.

Setting details

Unique reference number	EY535538
Local authority	Buckinghamshire
Inspection number	10076811
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of registered person	Little Oaks Montessori Ltd
Registered person unique reference number	RP535537
Date of previous inspection	Not applicable
Telephone number	07522533469

The Nursery registered in 2016. The pre-school is located in Farnham Common, Slough. The pre-school follows the Montessori approach. Sessions are term time only, opening Monday, Tuesday and Thursday 9.15am to 3.15pm and Wednesday and Friday 9.15am to 12.15pm There are five members of staff. Four of whom hold appropriate childcare qualifications at level four or above.

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