

# Oratory Montessori Day Nursery

10 Lower Britwell Road, Slough, Berkshire SL2 2NJ



<b>Inspection date</b>	14 November 2018
Previous inspection date	7 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The manager and staff work closely together to drive ongoing improvement. They have made positive improvements since the last inspection. For example, they have developed systems for assessments to plan challenging activities. This helps children, including those with additional needs and in receipt of funding make good progress.
- Staff are caring and build bonds with the children, to help support their emotional well-being effectively. Children, including the youngest, settle quickly and are happy, confident and eager to learn.
- Children overall behave well. Staff sensitively help young children understand what is expected of them. Older children are polite, learn to share and take turns effectively.
- The manager and staff engage well with other professionals. They share information and work in partnership with external agencies to help support the needs of children.

### It is not yet outstanding because:

- The new procedures for staff professional development, is not yet robustly focused on minimising the few inconsistencies in the quality of teaching to help ensure it is consistently high quality.
- Methods of tracking groups of children's progress is not yet effective to raise outcomes for children to the highest level.
- Staff do not consistently support parents as effectively as possible to share what they know about their children's achievements when they first start.

## What the setting needs to do to improve further

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

- continue to strengthen the new procedures for staff professional development, to minimise the few inconsistencies and help ensure teaching is consistently very high quality
- develop the methods used to track the detail of groups of children's learning further, to help enhance the ongoing individual assessments of children
- strengthen partnerships with parents of children even further to help support them to share more effectively what they know about their children's achievements when they start.

### Inspection activities

- The inspector had a tour of 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 carried out a joint observation with the manager.
- The inspector spoke with staff at convenient times during the inspection.

### Inspector

Claire Boparai

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff all confidently know how to identify and report potential concerns about children's welfare. 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. Staff attend some training opportunities, which help them overall, implement positive changes to practice. For example, staff used ideas gained from training to support their positive interactions. The manager deploys staff well to supervise babies and children carefully. Daily safety checks help ensure that children always play in a safe environment and are not exposed to risks. Parents value the service the nursery provides. For example, they remark that the nursery is welcoming and homely.

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

The manager effectively monitors children's individual progress from the frequent observations completed by staff. This helps to enable them to work together to identify and support any potential gaps in children's progress. Staff provide a wide range of activities that children are excited to explore. For example, older children count confidently as they practise their coordination skills to build complex structures with bricks and express their creativity as they mix colours with enthusiastic staff. Staff encourage younger children to use their senses and natural curiosity to explore and learn effectively. For example, they enjoy building with blocks and feeling glitter through their fingers. Children develop mathematics skills well. For example, staff encourage older children to use language such as 'less' and 'more' as they fill their pans in the mud kitchen.

### 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 well with parents. For example, they gather important information from parents about children's ongoing care needs. Children explore the indoor environment confidently, babies learn to crawl and walk in the ample space in the baby room. Staff support children well to learn about healthy lifestyles. For example, older children navigate around on scooters outside, and younger children show confidence as they climb on soft-play equipment. Staff model and encourage early reading skills. For example, children are very keen to retell their favourite stories to staff as they pretend to be the characters in their play.

### Outcomes for children are good

Children in all rooms make good progress in relation to their starting points and develop key skills in readiness for their future learning. Older children competently demonstrate their coordination skills. For example, as they use knives and forks to cut up their food at lunchtime. Younger children demonstrate their developing numeracy skills. For example, as they sort shoes into pairs for the garden.

## Setting details

<b>Unique reference number</b>	105631
<b>Local authority</b>	Slough
<b>Inspection number</b>	10079766
<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>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	L G Montessori School Limited
<b>Registered person unique reference number</b>	RP524138
<b>Date of previous inspection</b>	7 December 2017
<b>Telephone number</b>	01628 665621

Oratory Montessori Day Nursery registered in 2000. The nursery is situated in Burnham, near Slough in Berkshire. It is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years. A team of 18 staff work with the children. Of these, 15 staff hold appropriate early years qualifications.

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