

# Clarendon Montessori School

Phasels Wood, Rucklers Lane, Kings Langley, Hertfordshire WD4 8AY



<b>Inspection date</b>	22 November 2018
Previous inspection date	Not applicable

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

### This provision is good

- Staff are welcoming and very kind towards children, who settle well and build strong bonds with staff and peers. Children make excellent use of the environment to play independently and cooperatively. They are respectful and friendly with each other.
- Staff promote children's health well. They teach children to manage their own hygiene and care needs. They ensure they have outdoor play and nutritious snacks each day. Children are confident, independent and enjoy helping staff.
- The manager and staff know children well. They effectively observe and assess their development to identify their next steps in learning. Children enjoy activities that are planned to challenge their skills and interests. They show secure progress.
- Staff are good teachers. For example, they engage children in creating a 'glitter explosion', using baking powder, vinegar and glitter. Children observe, then immerse themselves in the experiment. They are very eager to take part and develop rich language.
- Staff complete daily risk assessments of the premises and teach children about safety. Children show excellent self-control and great listening skills during routines and activities, indoors and outside. Children's safety is staff's utmost priority.
- Staff do not share regular information about children's learning with other settings that they attend. Children do not fully benefit from continuous support.

## What the setting needs to do to improve further

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

- share ongoing information about children's development with other early years settings that they attend to provide consistent support to their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and jointly evaluated the teaching.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability, training certificates and qualifications of staff.
- The inspector spoke to a selection of parents and took account of their views.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff attend safeguarding training and understand the signs of abuse. They know how to make referrals of concerns about a child or other adults. The manager ensures the safe recruitment of staff and checks their suitability regularly. She leads staff's supervisory meetings to discuss the quality of their practice. Qualified staff have ongoing professional development. This helps them to improve their teaching skills. The manager and staff track children's progress together and effectively identify gaps in their learning. This helps them to provide children with prompt support. The manager engages staff and parents in sharing their ideas to continuously improve the services for children.

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

Qualified staff provide children with a good balance of adult-led and child-led opportunities. Children learn through play and develop skills across all areas of learning. For example, children pretend the playhouse outside is an ice cream shop and enjoy taking their peers orders. They effectively memorise different patterns of ice cream flavours as they play. Staff engage in children's play and model language. They focus on teaching children mathematical skills. For example, children assertively align wooden blocks according to size and shape. They accurately describe and match natural resources, while blindfolded. Staff offer exciting opportunities for children to develop language. Children show excellent communication.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff share ongoing information with parents about children's personal requirements and work with them to tailor practice to children's needs. Children enjoy daily nature walks and are physically active. Staff teach them about festivals and different cultures in their community. Children have great opportunities to learn about the world. Staff actively engage children in sharing their views and ideas during play, routines and group activities. Children show a secure sense of self-esteem. Staff are good role models and support children's emotional development well. Children show excellent social skills and fully understand what is expected of them. They behave very well.

### Outcomes for children are good

Children have continuous support between home and nursery. They fully benefit from staff's good partnership with parents. For example, children enjoy opportunities to discuss events from home and regularly bring items and photos from home to share with their peers. Children also enjoy taking books, toys and activities from nursery to extend their learning at home. All children make good progress. Children who speak English as an additional language, are well supported in developing their understanding and use of English. Children rapidly develop the skills they need to successfully start school.

## Setting details

<b>Unique reference number</b>	2496950
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10081715
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years 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>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Redmond, Alison
<b>Registered person unique reference number</b>	RP906733
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01923 268746

Clarendon Montessori School registered in 2018. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, 5 and 6. All staff hold a Montessori qualification. The nursery opens from Monday to Friday term time only. Sessions are from 9.15am until 3pm, a breakfast club between 8am and 9.15am is offered as optional. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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