

Secret Garden Montessori

100 High Street, Nailsea, Bristol BS48 1AH



Inspection date	19 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are motivated to learn and explore the well-organised learning environment confidently. They gain good independence. They serve their own meals, tidy up and have many opportunities to make decisions for themselves.
- Children form strong bonds with caring staff, who know them well. Children gain high levels of self-esteem. For example, staff consistently praise and encourage children to achieve well. Staff are good role models and help children to behave well, be polite and well mannered.
- Leadership is particularly strong. Managers evaluate the nursery well and develop action plans successfully to bring about improvement. They track children's progress well. Any gaps in children's learning are quickly identified and appropriate actions taken to enable all children to make good progress from their starting points.
- Staff interact well to encourage children's learning. They support children's communication and language skills effectively. For example, staff provide good commentary to children's actions to help build their vocabulary and use sign language and visual cues to help consolidate learning successfully.
- The management team do not use all opportunities to strengthen staff practice and raise the quality of teaching to the highest level.
- Staff do not use all opportunities to encourage all parents to provide information consistently about their children's developmental starting points and their achievements at home to support staff in the planning process even further. The management team have not explored all ways to encourage parents to provide feedback on the provision.

What the setting needs to do to improve further

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

- strengthen the monitoring of staff practice to raise the good quality of teaching to the highest level throughout the nursery
- encourage parents more consistently to share information about their children's learning and to provide feedback on the service provided to help staff improve learning experiences more effectively.

Inspection activities

- The inspector observed the staff's interactions with children as they played and discussed their learning experiences.
- The inspector completed two joint observations with the owner/manager and discussed staff's professional development.
- The inspector spoke with the leadership team, parents, staff and children at convenient times during the inspection.
- The inspector sampled documentation, including the nursery's self-evaluation, children's assessment records and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders use highly effective recruitment and induction arrangements to ensure staff are suitable for their role. All staff receive comprehensive training to enable them to follow robust safeguarding policies and procedures to protect children from harm. Managers and staff successfully use risk assessments to provide children with a safe and secure environment, both at the nursery and on visits. Staff deploy themselves well and communicate efficiently. Children benefit greatly from close supervision to keep them safe. There are good systems in place to support staff's professional development, such as regular supervision meetings. Parents comment favourably about how well staff keep them well informed of their children's progress and provide supportive ideas to work collaboratively on encouraging next steps.

Quality of teaching, learning and assessment is good

Staff use detailed observations of children's engagement in activities well to inform planning and identify next steps in learning. Staff provide exciting learning opportunities within a very well-organised and resourced environment. Young children enjoy an interactive song time. For example, they move the duckling props in time to the music and follow instructions well to return them to the mother duck. Staff make good use of this opportunity to model language, count and consolidate children's learning.

Personal development, behaviour and welfare are good

The enabling indoor and outdoor learning environments help children to make choices about their play. For example, older children confidently carry activities from the shelves to their workspace and begin to understand the importance of putting these away when they have finished. Staff interact well to help children play cooperatively. For example, staff encourage babies to play together, as well as alongside each other, such as making cups of tea for their friends to help build relationships. Staff competently support children to understand behavioural expectations. For example, children are reminded to place their hand on the member of staff's shoulder so that they know that they are waiting to speak. Staff work closely with parents to meet children's individual care needs successfully.

Outcomes for children are good

Children gain the skills for their continued learning. Older children listen well. For example, they follow instructions successfully to find resources to complete their self-chosen task. They solve problems well, such as to find the best tool to cover their hands in paint to print, and test their ideas well. Younger children confidently explore their environment and make discoveries. For example, babies enjoy the different sounds materials make when they bang them together. Older children concentrate well and are confident to communicate their ideas. For example, when learning about emotions they explain how they may feel and make connections with their own experiences. Children relish taking part in forest school activities which help them develop high self-esteem.

Setting details

Unique reference number	EY536199
Local authority	North Somerset
Inspection number	10067469
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	33
Number of children on roll	66
Name of registered person	Secret Garden Montessori Limited
Registered person unique reference number	RP536198
Date of previous inspection	Not applicable
Telephone number	07948556830

Secret Garden Montessori registered in 2016. It operates from premises in Nailsea, North Somerset. The nursery opens daily from 8am until 6pm, 48 weeks of the year. The nursery receives funding to provide free early education to children aged two, three and four years. The owner/manager holds an International diploma in Montessori Pedagogy. She employs 10 staff; of which, three hold qualified teacher status, one is an early years professional, one holds an early years qualification at level 5 and four hold early years qualifications at level 3.

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