

Frogmore Montessori Nursery

Frogmore Montessori Nursery, Frogmore House, Frogmore Avenue,
PLYMOUTH, Eggbuckland PL6 5RT



Inspection date	16 January 2019
Previous inspection date	7 May 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly dedicated and well-established staff team is strongly committed to continuous improvement. Managers act upon the support and guidance of other professionals and contribute to the wider community as trainers and mentors.
- Staff use the outdoor classroom highly effectively to extend learning opportunities across the curriculum. For example, they embed literacy into the area with access to a range of writing materials and books. This supports the curriculum well as children have consistent access to all areas of learning indoors and out.
- Staff are responsive to children's needs and record their developmental progress meticulously as they achieve their goals. Staff work closely with parents to establish strong relationships, to ensure that children feel settled and enjoy coming to the nursery. Parents are involved in children's learning at home and praise the high levels of care and education provided.
- Tracking systems provide an overview of the progress being made by groups of children. Plans are in place to develop the excellent monitoring procedures even further to enhance the already outstanding teaching and learning.
- Staff give exceptionally high priority to children's well-being. Arrangements for settling in and transitions between rooms are tailored to parents' and children's individual needs. Children demonstrate extremely high levels of independence throughout the nursery.
- Children with special educational needs and/or disabilities (SEND) are supported extremely well through superb partnerships with parents and professionals. The SEND coordinator is knowledgeable and shares strategies with staff to ensure that every child can make the best possible progress.

What the setting needs to do to improve further

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

- continue with plans to further develop the excellent cohort tracking system to provide an overview of the progress made by a greater range of children, including the most able.

Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with a number of parents during the inspection and took account of their views. She also took account of written feedback they had provided.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team. She discussed self-evaluation processes, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is outstanding

A strong culture of professional development is delivered under the guidance of highly experienced managers. For example, they attend professional training opportunities together and evaluate the impact this has on their practice. Staff deployment and performance management are of a very high standard. The manager always takes measures to ensure continuity of care for children. For example, staff enjoy flexible working arrangements which minimise the absence of staff due to sickness. The nursery is extremely well managed and as a result, staff work exceptionally well as a team. Safeguarding is effective. Staff know how to spot signs that may give cause for concern and use highly effective strategies to ensure children are safe.

Quality of teaching, learning and assessment is outstanding

Staff have extremely high expectations of children and use their theoretical knowledge and expertise to plan effectively for each child across a broad curriculum. As a result, children enjoy exploring a wide range of highly stimulating activities and experiences. For example, young children enjoy sensory activities with cornflour, glitter and water. As they play, they demonstrate exceptionally high levels of engagement and staff provide them with time to think and respond to meaningful questions, which extends their learning. Older children are supported to make independent choices and demonstrate their understanding as they participate in group discussions with motivated and enthusiastic teachers. Children demonstrate exceptional maturity. For example, they maintain focus for a sustained period of time while sharing their knowledge of how to look after their teeth.

Personal development, behaviour and welfare are outstanding

High standards of hygiene are practised routinely. For example, children independently wash their hands before eating and wash their faces when they have finished. Staff offer children comfort and reassurance. For example, staff make eye contact with young children as they talk to them while carrying out care routines and sensitively reintroduce them to activities with their peers. Children feel settled, confident and secure. Behaviour is exemplary. Children are extremely familiar with routines, boundaries and expectations, and exhibit high levels of self-regulation. For example, children are not distracted by the activity of their peers and patiently take turns during activities. Staff praise children often, which helps to boost their confidence and self-esteem. Children flourish in the exemplary care they receive.

Outcomes for children are outstanding

The high expectations of the manager and staff team helps to ensure that children are making outstanding progress from their starting points. For example, the curriculum combines both the early years foundation stage and Montessori targets, which are exceptionally well tailored to meet children's individual needs. As a result, children demonstrate exceptional use of vocabulary. This helps to ensure that all children are well prepared for future transitions and successfully supports children at the highest level.

Setting details

Unique reference number	117114
Local authority	Plymouth
Inspection number	10071142
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	38
Number of children on roll	53
Name of registered person	Lawrence & Maureen Taylor Partnership
Registered person unique reference number	RP524861
Date of previous inspection	7 May 2015
Telephone number	01752 769704

Frogmore Montessori Nursery registered in 1991. It is situated in a residential area of Plymouth. The nursery receives funding for two-, three- and four-year-old children. The nursery opens each weekday, all year round, except for a week at Christmas. Core hours are from 8am until 5.45pm, with additional care offered between 7.30am and 8am, and from 5.45pm until 6.15pm. The nursery is privately owned and is one of two operated by the proprietors. One of the proprietors manages the nursery, supported by eight members of staff. All staff hold a relevant childcare qualification. The manager and two members of staff have achieved early years professional status. The manager and one member of staff also hold qualified teacher status, with another currently working towards the qualification. The nursery follows Montessori teaching methods and is a member of a Montessori association.

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