

# The Grange Montessori

Westcliff Road, Ramsgate, Kent CT11 9LJ



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|--------------------------|------------------|
| <b>Inspection date</b>   | 13 February 2019 |
| Previous inspection date | 30 June 2016     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b>     | <b>Good</b> | <b>2</b> |
|---|-----------------------------|-------------|----------|
|   | <b>Previous inspection:</b> | <b>Good</b> | <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

- The management team constantly reflects on and evaluates the service it provides. For instance, the team has developed the indoor and outdoor environment to provide a highly stimulating area where babies and children can play safely.
- The highly impressive and constantly evolving outside play spaces give children daily opportunities to exercise and practise their outdoor skills. Staff encourage children effectively to use their thinking and problem-solving skills well. For example, older children know how to use rough surfaces, such as bricks, to cut string for their creations.
- Staff use various ways to engage and involve parents effectively in the nursery and children's learning. Parents value the bonds that staff have with their children. They appreciate the information they receive to help support the good-quality, consistent care.
- The management and staff have a good knowledge of the signs that might indicate that a child is at risk of harm and of the procedures to follow to help protect them.
- All children make good progress in their learning from their individual starting points.
- On some occasions, group activities are not used well to engage all children in the learning opportunities.
- Sometimes, staff do not prepare the younger children effectively for changes in routine, which does not fully support their understanding of what is happening next.

## What the setting needs to do to improve further

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

- review the organisation of large-group activities to increase the learning opportunities for all children
- provide younger children with opportunities to develop their understanding and awareness of daily routines further.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning documentation and the children's assessment records.

#### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their development successfully. For example, he has implemented strategies effectively, such as moving key staff with the children as they move on to the next room. This helps to enhance the children's and babies' self-confidence as they transition between rooms. The management team has implemented strong recruitment and induction procedures to help support the new and existing staff to become confident in their roles. Safeguarding is effective. Staff carry out thorough risk assessments to help keep children safe and secure. The manager ensures that staff are effectively deployed throughout the day to maintain children's safety.

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

Staff use the children's and babies' interests well to help them build on their learning experiences. Staff assess individual children's levels of development and plan effectively for their next steps in learning. They provide children with good opportunities to extend their creativity. For instance, young children enjoy exploring play dough with a range of tools. Staff understand what children know and how they can further support their development. For example, as children explore and create with the dough, staff extend their learning effectively. Staff clearly emphasise key words within their interactions, such as 'long', 'short' and 'big' to help enhance the children's language and mathematical skills.

### Personal development, behaviour and welfare are good

Staff help children to develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and meals, and engage children in conversations about healthy food choices. Staff organise space and rooms well to enable children to follow their interests and lead their own play across all areas of learning and development. Staff encourage children to be polite and have a good understanding of sharing and taking turns. Staff build on children's and babies' confidence and sense of belonging well. They constantly praise children for their success and achievements. Staff have strong relationships with the babies. They are nurturing and playful, helping babies feel secure.

### Outcomes for children are good

Children and babies are inquisitive and motivated in their learning. They successfully develop the skills needed for their future learning and move to school. For example, they learn to give meaning to the marks they make. Older children identify and write some letters in their names. Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which includes positive cultural images and role-play resources.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY413013  |
| <b>Local authority</b>                           | Kent  |
| <b>Inspection number</b>                         | 10074528  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 94  |
| <b>Number of children on roll</b>                | 180   |
| <b>Name of registered person</b>                 | Townsend Montessori Nurseries Ltd   |
| <b>Registered person unique reference number</b> | RP906980  |
| <b>Date of previous inspection</b>               | 30 June 2016  |
| <b>Telephone number</b>                          | 01843588840   |

The Grange Montessori registered in 2008. It operates from a two-storey converted school near to the centre of Ramsgate in Kent. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. A team of 29 staff works in the nursery. The majority of staff hold appropriate childcare qualifications between level 2 and level 6. Of these, one member of staff holds qualified teacher status and three hold early years professional status. The nursery receives funding to provide free early education for children aged two, three and four years.

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