

Milton Keynes Montessori Pre-School

49d Wolverton Road, Stony Stratford, MILTON KEYNES MK11 1ED



Inspection date	13 March 2019
Previous inspection date	18 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- There are effective partnerships with parents and professionals. Good communication enables all parties to remain fully aware of children's developing needs, progress and achievements. All children, including those who have additional needs or are in receipt of funding, make good progress from their starting points.
- Children clearly enjoy their time at this calm and welcoming setting. On arrival, they quickly make independent choices from the wide range of good-quality, stimulating resources and learning experiences. Children are happy, confident and motivated to learn.
- Children's learning and development are regularly assessed. Staff provide a good range of activities and experiences that skilfully combine the Montessori ethos to support children's next steps in learning.
- Children's independence skills are supported well through everyday routine activities, such as snack times and getting ready to go outdoors.
- Parents are very satisfied with the high-quality care their children receive. They are kept informed of the progress that their children make and are helped to support children's learning further at home.
- On occasions, staff do not provide enough challenge during activities to help children make the best possible progress in their learning.
- Staff do not make technological resources consistently available for children to access by themselves to help further support their awareness of the wider world and how things work.

What the setting needs to do to improve further

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

- provide children with consistently higher levels of challenge during activities, so that they make rapid progress in their learning
- build on children's understanding of technology to help extend their learning of how things work and develop their awareness of the wider world even further.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact on children's progress. She spoke to children and staff throughout the inspection.
- The inspector completed a joint observation of an activity with the manager and discussed the impact on children's progress.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector

Louise Adams

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they have any concerns regarding the welfare of children. Planning and assessment work effectively and any gaps in individual children's learning are quickly identified and planned for. The manager demonstrates a proactive attitude to working alongside external professionals to further support children's well-being. The premises are secure, staff are well deployed and they supervise children effectively. Recruitment, vetting and induction procedures are robust and implemented consistently. Regular supervision supports all staff to understand their roles and responsibilities. It enables training to be identified and help staff improve their skills. Parents speak highly of the setting and how their children's confidence has grown. The manager effectively evaluates the quality of the setting to help identify areas for improvement. This includes gathering the views of parents and taking their suggestions into consideration.

Quality of teaching, learning and assessment is good

Staff gather information from parents prior to children starting at the setting. Key persons work alongside parents to complete initial baseline assessments to ensure children's starting points are clear from the beginning. Planning is based on information from observations and used to identify next steps for children's learning. Children are given time to concentrate on activities and develop skills, such as filling and emptying containers, matching objects, mark making and creating bubbles. The younger children explore the outdoor area and are well supported to take manageable risks during their play. For example, children walk across the wooden logs. Children's communication and language skills are promoted well. Staff support children effectively and use strategies, such as showing children how to pronounce words, to help them build their vocabulary.

Personal development, behaviour and welfare are good

Staff form positive relationships with children, which supports their emotional well-being effectively. Children feel safe and secure in their care. They settle quickly into their play and chosen activities. Staff are highly sensitive to individual children's needs. For example, flexible settling-in sessions are offered to help children adjust to the setting. Children benefit from fresh air outdoors each day to help support their physical well-being. They eat freshly prepared snacks which they enjoy in a social setting, and the use of self-service helps support their independence skills. Children behave very well. They learn how to play alongside others and take turns.

Outcomes for children are good

Children make good progress from their starting points and are motivated to learn. They develop skills that prepare them well for future learning, including school. For example, they learn to recognise and write their names and identify letters and sounds. Older children show good skill in holding and using pencils. For instance, they make marks and begin to form recognisable letters. They confidently count and understand numbers and shapes.

Setting details

Unique reference number	EY486396
Local authority	Milton Keynes
Inspection number	10064867
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	56
Number of children on roll	32
Name of registered person	Milton Keynes Montessori CIC
Registered person unique reference number	RP905974
Date of previous inspection	18 April 2016
Telephone number	01908 565 150

Milton Keynes Montessori Pre-School re-registered in 2015. It is open Monday to Friday during term time only, from 8.45am to 2.45pm, offering sessional and all-day care. The pre-school follows the Montessori educational philosophy. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs five staff, of these four hold appropriate early years qualifications at level 3 or above.

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