

The Chilterns Montessori School

The Pavilion, Park Place, Seer Green, Beaconsfield HP9 2FJ



Inspection date	14 March 2019
Previous inspection date	24 May 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

- Children make good progress. Staff make effective use of their observations and accurate assessments to help to plan engaging activities that support what children need to learn next.
- Children benefit from a stimulating range of resources and learning opportunities, indoors and outside. Children are motivated to explore and show an eagerness to learn.
- Partnerships with parents are strong. Staff give good opportunities to encourage parental involvement and are well informed about their progress. Parents speak highly of the nursery. They comment on how welcome and well supported they feel, and that their children enjoy attending.
- The manager and staff consistently change the outside play spaces to give children daily opportunities to exercise and practise their outdoor skills.
- Support for children with special educational needs and/or disabilities (SEND) is a particular strength at this setting. Staff carefully plan precise programmes to help children develop their communication and support their emotional well-being.
- Staff engage enthusiastically in play with children, who enjoy their time in the spacious, well-resourced setting. However, some routines do not always fully consider the individual needs of all the children.
- Occasionally, staff focus too heavily on introducing children to concepts and ideas, and do not allow time for children to think and process their own thoughts.

What the setting needs to do to improve further

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

- continue to review routine times of the day so that staff are more effectively deployed to fully support children during changeover periods
- give children more time to think, answer questions and share their own thoughts.

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 sampled planning and assessment records and a range of other documents.
- The inspector spoke to children, parents and staff at suitable times during the inspection, to consider their views on the nursery.
- The inspector sampled documentation, including qualifications, children's records and policies.
- The inspector viewed children's learning and development records.

Inspector

Chris Lamey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team regularly questions staff to ensure they understand their role and responsibilities in protecting children from harm. Managers closely monitor staff practice and discuss strengths and areas for improvement to support staff and their continuous professional development. Self-evaluation is effective and used successfully to drive continual improvements. The manager closely tracks the progress of individual children and the progress groups of children make. This helps staff to identify gaps in learning and plan targeted support. The manager and the staff are committed to their roles and responsibilities. They use many methods to evaluate the provision. For example, they seek the views of parents and staff, and complete quality-improvement audits to raise and maintain standards to a high level.

Quality of teaching, learning and assessment is good

Staff provide a welcoming and happy environment for children to learn and play in. They organise a range of interesting play experiences suited to the age and stage of children's development. Children have lots of opportunities to develop early literacy skills. For instance, they enjoy listening to stories and predict what might happen next. Staff focus on teaching children about continents and what animals live in them. Children confidently name the seven continents and recall previous learning as they name where they have 'been to' in their imaginary aeroplanes and what animals they have learned about. Staff support children to learn about numbers and quantities well through practical activities and daily routines. For example, children count the number of boys and girls, they then total these numbers together and know that 10 is a larger number than six.

Personal development, behaviour and welfare are good

Children show high levels of respect and tolerance for others and are aware of the need to take turns. For example, when children climb trees, they understand that they must wait until other children have finished before they take their turn. Staff promote children's hygiene skills effectively. Children wash their hands at appropriate times and eagerly help to clean tables before snacks. Children learn how their bodies change after exercise. For example, they find their heartbeats and discover their hearts beat faster after running. Staff promote children's independence well. For instance, children find and put on their coats and wellington boots, and pour their own drinks.

Outcomes for children are good

Children make continued progress from their starting points and develop the skills needed for the next stage in their learning and school. They are self-assured and talk freely and enthusiastically to staff and visitors about what they are doing. Children with SEND make good progress towards their individual targets and receive good support from staff and outside agencies. Children are enthusiastic and join in well with ring games and physical games. They scream with delight as they creep up on the 'wolf' when playing 'What's the time Mr Wolf?' and run away laughing loudly with their friends.

Setting details

Unique reference number	EY334508
Local authority	Buckinghamshire
Inspection number	10073671
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	2 - 4
Total number of places	30
Number of children on roll	21
Name of registered person	Oakwood Nursery Schools Ltd
Registered person unique reference number	RP526259
Date of previous inspection	24 May 2016
Telephone number	07973 378761 / 01494 875414

The Chilterns Montessori School registered in 2006. The nursery is situated in Seer Green, Buckinghamshire. The nursery opens from 8am to 3.30pm each weekday, during term time only. During school holidays, a fun club operates for children up to the age of eight years, from 8am to 3.30pm. The nursery receives funding for the provision of free early education for children age two, three and four years. There are currently four members of staff working with the children; the manager holds a Montessori diploma qualification.

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