

Oaklea Montessori Cic

Magdalen Hall, Wimpole Road, Colchester, Essex CO1 2DE



Inspection date	22 March 2019
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

- Leaders and managers are ambitious and have effective arrangements for continuously improving the provision for children. They involve parents and children in their self-evaluation process and keep parents well informed of changes and improvements.
- Children enter the nursery confidently and part from their parents and carers with ease. They quickly engage in purposeful play and enjoy the company of their chosen friendship groups.
- Staff know the children well and use the information they know about each child to plan for their next steps in learning. They share observation and assessment information with parents daily through their online system. This helps to keep parents well informed about their child's day and the progress they are making.
- Children are keen and active learners. They enjoy learning in the well-presented environment that provides good opportunities for them to explore the range of learning resources available to them.
- Staff effectively promote children's independence skills. They encourage children to serve some of their own meals, snacks and drinks and even the youngest children wash their own plates and cups up when they have finished.
- Key persons work well with other settings that children attend, or have previously attended, to share relevant information about their development.
- At times, staff do not manage the change-over times when children leave to go home well enough to ensure that all children remain engaged and interested in learning.
- Occasionally, not all staff respond to children's changing play quickly enough to demonstrate highly effective teaching. For example, they do not recognise when resources within the environment need to be re-arranged to follow children's play.

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 change-over times to ensure that children remain engaged in purposeful play and learning and are well supervised
- enhance staffs' practice further, to ensure that the quality of teaching is consistently strong, highly receptive and appropriately adapted to meet children's changing play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the provider, manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector
Lynn Hughes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effectively. Managers and staff demonstrate a very good understanding of their responsibilities with regards to protecting children. They regularly update their safeguarding knowledge through appropriate training and in-house meetings. Managers have effective arrangements for the supervision of staff and encourage them to pursue their professional development. A number of staff are currently training, both through the Montessori route and through other training paths. Key persons work well with parents and other professionals to help to identify any gaps in children's learning and put in place effective measures to help to close the gaps. Managers make effective use of additional funding to support the learning of individual children.

Quality of teaching, learning and assessment is good

Children confidently use the resources, which are presented on low-level shelving for easy access. They guide much of their own learning and develop exciting games with their friends. For example, a group of girls use the colourful pieces of material to wrap around themselves to become princesses. They twirl around on the soft-play area, showing each other their designs. Children focus for long periods of time, they build intricate models from the range of different plastic and wooden bricks. Staff support this play by helping them to think about ways that they can further develop their model. They show them a clip board, paper and pencil situated by the construction play area. Staff encourage children to draw a design of their model which they enthusiastically do, enhancing both their physical and literacy skills.

Personal development, behaviour and welfare are good

Children learn to be kind, caring and respectful of each other as staff help to encourage them to consider each other's feelings. For example, children ask if they can join in another child's play and thank them when they have finished. Children enjoy learning in the outdoor environment on a daily basis. They choose whether to play indoors or outdoors, where they actively move resources around to facilitate their game. Children are encouraged to take carefully considered risks to promote their physical development, such as jumping from the wooden blocks in the garden. Staff remind children how to use equipment safely, such as the slide for younger children. Children enjoy a wholesome cooked meal at lunchtime. Staff remind them how to use a napkin properly and sit with them to eat their lunch. This creates a calm mealtime, used to share quiet conversation.

Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make very good progress from their starting points. They are well prepared for their next stage of learning, including their eventual move to school. Children are very independent, they confidently squirt paint from the paint dispensers into their trays to create their colourful works of art. They help to devise the shopping list with staff, they check if groceries, such as sugar, are low and add them to their shopping list. Children learn about the wider community when they go for walks in the local area.

Setting details

Unique reference number	EY542566
Local authority	Essex
Inspection number	10089555
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	0 - 4
Total number of places	24
Number of children on roll	41
Name of registered person	Oaklea Montessori Community Interest Company
Registered person unique reference number	RP528964
Date of previous inspection	Not applicable
Telephone number	01255 880135

Oaklea Montessori Cic registered in 2016. The setting employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 upwards, including two who hold early years professional status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The setting receives funding for the provision of early education for two-, three- and four-year-old children.

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