

Acorn Montessori

Cartmel C Of E Primary School, Aynsome Road, Cartmel, Grange Over Sands LA11 6PR



Inspection date	26 April 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

- The setting owner is a well-qualified, knowledgeable and passionate early years practitioner. She leads a team of staff who share her vision and ensure that standards of care and education are high. This helps all children to progress well from their unique starting points.
- The staff are well supported and have many opportunities to develop their knowledge and understanding. This has a positive impact on their practice.
- Children feel happy, safe and secure in the setting. They develop very strong bonds with staff, who they confidently go to them for comfort, support, help or reassurance when they need it.
- Staff are excellent role models. They help children to understand different social situations and develop very good manners. Staff encourage children to keep trying when they find tasks difficult. This helps them to develop resilience and a positive attitude to learning.
- The learning environment is very well organised, vibrant and inviting for children. They confidently enter the setting and are extremely keen to engage with staff and their peers, quickly becoming focused, investigating, exploring and learning.
- Children spend regular and often long periods of time learning outdoors. They develop an interest and understanding of the natural environment and how to care for it. Staff make the most of opportunities to experience activities in the local area. This helps children to learn about and appreciate their local community.
- Occasionally, staff provide children with the solutions to problems that arise as they play, without encouraging them to think for themselves.
- Sometimes, staff complete tasks for children which they are capable of doing themselves.

What the setting needs to do to improve further

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

- enhance opportunities for children to complete even more tasks independently
- extend opportunities for children's to develop thinking and problem-solving skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a very good understanding of their duty to keep children safe. They act swiftly if they have concerns about children's welfare or development. Children are closely supervised and ratios meet requirements. The setting is kept secure and there are effective measures in place to check the suitability of visitors. The owner actively seeks the views of children, parents and other professionals to support continuous improvement. Staff have effective links with the school on site and work well with a range of agencies and professionals to ensure children's needs are met. Children's progress is tracked and any gaps in their learning are planned for effectively. Parents value the setting highly.

Quality of teaching, learning and assessment is good

Teaching is very good. Staff get to know children well and provide activities that reflect their interests. There are robust systems in place for observation, accurate assessment and focused planning. Staff ensure that children have access to a range of engaging activities and experiences which help them to develop skills across all areas of learning. Adult-led activities help children to achieve their next steps in learning. For example, staff sit alongside children helping them to select different sized blocks to build towers. Staff talk about shape, size and grading to help children to understand and use mathematical terms. Children select and use resources and make choices as they play, following their interests or exploring new fascinations. Staff use a range of strategies to help children develop rich vocabularies and become confident communicators. Children engage in conversations with staff and their peers. A wide range of high-quality books are provided. Children often choose to read texts with staff and/or independently.

Personal development, behaviour and welfare are good

Children's behaviour is excellent. They listen carefully and follow rules and routines. Staff have very high expectations of all children and encourage them to understand how their actions affect others. They help children learn how to be kind, considerate and compassionate. Older children help younger children and are happy to show them how to complete tasks or learn a new skill. Staff help children to understand risks and to recognise hazards as they play. Staff help children to understand the importance of healthy eating and positive lifestyle choices. Snacks are nutritious and balanced and drinks are always available to keep children hydrated.

Outcomes for children are good

All children make at least good progress from their unique starting points. Children who need additional help with their learning are extremely well supported. The setting is inclusive and staff ensure that everyone feels welcome and valued. Children learn about and celebrate similarities and differences. They develop the ability to manage their own hygiene and help to sort and organise resources. Children look forward to moving on to school and are well prepared for this, or the next stage in their learning.

Setting details

Unique reference number	EY544781
Local authority	Cumbria
Inspection number	10090424
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Knight, Melanie Jeanne
Registered person unique reference number	RP908495
Date of previous inspection	Not applicable
Telephone number	015395 35629

Acorn Montessori registered in 2017. There are five members of staff. The manager and her deputy hold an appropriate early years qualification from Montessori at level 4, two members of staff hold qualified teacher status and one member of staff holds an appropriate early years qualification at level 2. The setting is open Monday to Thursday from 8.45am to 3.15pm, and on Friday from 8.45am to 12.15pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

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