

# Christchurch Montessori Nursery

247 Fairmile Road, CHRISTCHURCH, Dorset BH23 2LH



<b>Inspection date</b>	30 May 2019
Previous inspection date	8 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 has worked hard to address weaknesses identified at the last inspection. Changes to staff employment, deployment, and training have resulted in good-quality teaching and care throughout the nursery.
- Self-evaluation is effective in bringing about targeted changes and monitoring the impact of staff practices and activities. Tracking works well to ensure staff can close gaps quickly in the curriculum and children's progress.
- There are good partnership with parents. Staff engage and involve them well in their children's learning and encourage parents to share what children learn at home.
- All children make good progress from their starting points. Activities and input by staff support children well. Improvements to the planning and assessment processes mean staff are clear about the children's progress and their next steps.
- Children of all ages learn particularly well when outdoors. There are very good opportunities for them run about and be physically active.
- Babies settle well. They receive good attention and reassurance from the caring staff, who know their needs and personalities well.
- Although staff in the baby room encourage the youngest children to makes noises and sounds, they miss opportunities for the younger children to hear and use more language, sounds and songs to develop their early language further.
- Staff in the pre-school room miss opportunities to provide greater challenges and targeted support, to help the children more to succeed and achieve their goals, and learn to do things themselves.

## What the setting needs to do to improve further

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

- support staff in the baby room to ensure the younger children hear and use more language, sounds and songs to develop their early language further
- provide greater challenges and targeted support in the pre-school room, to help children succeed and achieve their goals, and learn to do things themselves.

### Inspection activities

- The inspector observed the children and staff in their playrooms and outdoor play areas.
- The inspector talked to staff, children, parents and management at convenient times during the inspection.
- The inspector looked at documents and paperwork related to children's care and learning, and the running of the nursery.
- The inspector completed a joint observation of an activity with the manager.

#### Inspector

Janet Armstrong

## Inspection findings

### Effectiveness of leadership and management is good

The strong leadership and management team has worked effectively to make improvements. A restructure of staff and roles means all children, but particularly the younger ones, receive good teaching and care. Staff have received targeted support and training that has improved their understanding and ability to plan, so that they interact during activities to focus on what the children need to learn next. This is evident for example in the toddler room, where specific activities develop children's confidence for moving into the pre-school room when they are ready. Safeguarding is effective. The management team and staff have a very secure understanding of their role in protecting children from harm, including from wider safeguarding matters. They provide a safe environment indoors and outside, and monitor the areas well. Staff remind children about safety, so they learn to keep themselves and others safe.

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

Staff support children well to learn in ways that suit their needs and interests. Toddlers make strong progress in their physical development, some beyond their age and stage of development. They move and negotiate space well outdoors, avoiding the various obstacles. They run around, and walk up and down slopes. Babies receive good support to explore and be curious. For example, staff get out a sensory basket and the babies explore the different sounds and textures. Staff encourage the babies to try new things, such as painting, widening their learning experiences. Pre-school children are confident learners and communicate their needs and ideas well. For example, during an adult-led activity, the children share what they know about safari animals, such as, the lion is a male because it has a mane. They engage in a good range of interesting activities, including Montessori resources, where they learn to button and join different fittings. Children with English as an additional language and those who need extra support receive good support. Staff work well with parents to meet children's specific needs.

### Personal development, behaviour and welfare are good

Staff are positive role models. Toddlers and pre-school children learn good manners. At mealtimes, they enjoy the sociable event, feed themselves, and say please and thank you. Staff support children well to be respectful. They remind them to use kind hands and feet, and to share and take turns. Children behave well. They are emotionally secure and confident in the familiar environment. They understand staff's expectations to keep safe and tidy up after themselves. Staff in the baby room work well with parents to meet the youngest children's care needs. They use a home/setting book, where they share children's routines and activities, supporting good continuity.

### Outcomes for children are good

Children receive good support and encouragement to explore and engage. Babies learn to become mobile and find toys of interest. Toddlers enjoy books and stories, identifying the images in the pictures. They are physically active and confident movers. Pre-school children develop good skills ready for school. They learn to dress and feed themselves and use the toilet independently. They communicate confidently, and share their needs and ideas, especially in their imaginative play outdoors.

## Setting details

<b>Unique reference number</b>	EY373992
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10089414
<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>	36
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Christchurch Montessori Partnership
<b>Registered person unique reference number</b>	RP902391
<b>Date of previous inspection</b>	8 June 2018
<b>Telephone number</b>	01202461127

Christchurch Montessori Nursery registered in 2008 in Christchurch, Dorset. The privately-owned nursery opens each weekday from 8am until 6pm, for 48 weeks of the year. It receives funding for the provision of free early education for children aged three and four years. The nursery employs seven members of staff. Of these, five hold recognised early years qualifications between levels 2 and 6. The remaining two staff are working towards level 2 and 3 early years qualifications. The nursery follows the Montessori approach.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

