

Patchwork Montessori Nursery

36 Belmont Park Avenue, Maidenhead, Berkshire SL6 6JS



Inspection date	10 June 2019
Previous inspection date	29 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Leaders do not monitor staff practice and its impact on children's learning effectively enough to ensure that the quality of teaching is good and to improve outcomes for all children, including those with special educational needs.
- Key persons do not work in partnership effectively with other settings children attend to provide a consistent approach to support children's learning and development.
- The quality of teaching is not consistent. At times, staff do not make the most of opportunities to engage children and extend their learning.
- The organisation of some routines, such as mealtimes, does not meet children's needs. For example, children spend significant amounts of time waiting for their meals and lose concentration and engagement.
- Arrangements to gather information from parents about what children already know and can do when they first start attending are not always fully effective to aid the planning process from the outset.

It has the following strengths

- Staff provide children with healthy and nutritious meals that help promote their good health.
- Children enjoy their time at the setting. Staff build warm, close relationships with them, which helps children to grow in confidence and feel settled and secure.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
monitor staff performance more closely to identify staff's individual development needs, to help raise the quality of teaching to a consistently good level	10/07/2019
build effective relationships with other settings children attend to provide a consistent approach to children's learning and development.	10/07/2019

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

- increase opportunities for children to share their thoughts and ideas, to challenge them fully and extend their learning
- review routines of the day, such as mealtimes, to make sure children are engaged in worthwhile activities and do not lose focus and concentration
- gain more information from parents when children first start about children's skills and abilities on entry to the setting, to help aid the planning process.

Inspection activities

- The inspector held a meeting with the manager and the provider to discuss self-evaluation, safeguarding and staff professional development.
- The inspector had a tour of the setting. She observed the quality of teaching during activities indoors and outdoors. The inspector assessed the impact this has on children's learning and development.
- The inspector talked with staff, children and parents at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living and working on the premises.
- The inspector observed a planned activity and jointly evaluated the teaching with the manager and the provider.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management requires improvement

Self-evaluation and monitoring processes are developing. The manager and provider aspire to achieve good standards. However, they are not as reflective as possible on all aspects of the provision to aid further improvement. The arrangements for the performance management of staff are not fully effective. For example, leaders do not monitor staff practice closely enough to identify all areas for improvement, to ensure the quality of teaching is consistently good. However, managers supervise staff, who benefit from some training opportunities. Parents and other provisions children attend are not engaged effectively enough. However, parents speak positively about the nursery and say their children are very happy. Safeguarding is effective. Staff demonstrate an awareness of the known indicators that might suggest that a child is at risk of harm. They know the procedures to follow should they identify any safeguarding concerns about children or colleagues.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the setting is variable. Some staff demonstrate an appropriate understanding of how children learn and use the information they know about each child to help children move forward and make progress in their learning. However, not all staff use skilful questioning to extend and enhance children's knowledge or to build on previous experiences. Staff do not involve parents fully in children's initial assessments on entry to plan effectively for children from the outset. Staff capture some opportunities to build on older children's mathematical and literacy skills. For instance, children identify the date by counting on from Friday to Monday and are developing an understanding of sounds and the letters they represent. Staff effectively help children to learn that differences exist between people. For example, they use a range of resources that represent people from different occupations and children eagerly join in with telling stories about family members who fought in the war.

Personal development, behaviour and welfare require improvement

On the whole, children behave well. However, at times, such as during mealtime routines, there are long periods when staff do not engage children in meaningful activities. This sometimes has an impact on their behaviour as they become restless and lose focus. Children have good opportunities to play outside in all weathers. They enjoy being physically active and collecting rainwater in drainpipes. Children are curious about the world around them and show a keen interest in nature and wildlife. For example, they study bees and insects and learn to observe them safely.

Outcomes for children require improvement

Weaknesses within teaching mean that children, including those in receipt of funding, do not always make the progress they are capable of. Nevertheless, most children are gaining some of the basic skills they need to help support them with their move to school. They learn to count objects, recognise numbers and follow simple instructions. Children show an interest in developing their early writing skills. They show that they feel happy and secure at the setting. For example, they enjoy free painting and drawing shapes on the ground with chunky chalks in the rain.

Setting details

Unique reference number	EY461546
Local authority	Windsor and Maidenhead
Inspection number	10108849
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	25
Number of children on roll	40
Name of registered person	Patchwork Nursery Limited
Registered person unique reference number	RP908916
Date of previous inspection	29 April 2014
Telephone number	01628 622469

Patchwork Belmont Montessori School re-registered in 2013. The nursery is open from 8am until 6pm every weekday for 48 weeks of the year. It is closed for two weeks during the summer, one week at Easter and one week at Christmas. There are seven members of staff, six of whom hold qualifications from level 3 to level 7. The nursery provides funded early education for two-, three- and four-year-old children.

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