

Ashley Cross Montessori

29 Chapel Road, POOLE, Dorset BH14 0JU



Inspection date	21 June 2019
Previous inspection date	7 October 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is excellent and all the staff have an excellent understanding of how to support children's learning and care needs. Children are highly confident learners and they thoroughly enjoy their learning.
- Staff develop exceptionally strong and positive relationships with children. This gives the children an excellent sense of security and emotional well-being. Children form highly positive attachments and show great motivation.
- The management team is inspirational in their pursuit of providing the highest-quality care and education for children. They consistently evaluate the quality of the provision and quickly act on the views of staff, parents and children.
- Parents provide positive feedback on the outstanding quality of the learning experiences and exemplary care that their children receive. In addition, parents praise the advice, guidance and support they receive to help them effectively support their children's learning at home. However, staff sometimes do not make the most of opportunities to gain as much information as possible from all parents about children's achievements at home, to inform their planning.
- Staff make extremely accurate assessments of children's learning to ensure that every child makes excellent progress from their starting points and that they quickly address gaps in learning. They use these assessments to support meticulous planning and to ensure that activities precisely match children's individual abilities and learning needs.
- The management team demonstrates an excellent commitment to working with other early years professionals. The identification and implementation of timely interventions enable children to achieve their best potential.

What the setting needs to do to improve further

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

- explore further the ways to build on the already very good opportunities for parents to share information about their children's learning at home.

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 held a meeting with the manager and owner, and spoke with staff and children.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments.
- The inspector completed a joint observation with the manager.
- The inspector checked a sample of documentation and discussed self-evaluation.

Inspector

Rachel Cornish

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The management team uses very detailed monitoring systems to assess and evaluate accidents and minimise risks. They successfully deploy staff, to monitor and support children closely, so they can play and learn safely. The management team demonstrates a commitment to pursuing and maintaining overall excellence. They actively seek advice from other outstanding settings and implement improvements in their practice. For example, they have enhanced the outdoor learning opportunities to extend children's understanding of the natural world. The management team uses rigorous supervisory sessions to identify training needs and support staff in their professional development. The recent focus on training for staff has extended their knowledge to help children to understand and manage their feelings.

Quality of teaching, learning and assessment is outstanding

Staff skilfully ask questions that encourage children's curiosity, imaginations and problem-solving skills. For instance, older children learn the difference between the elements water, soil and air. They identify different objects, such as a kayak or a bird, and associate them with one of the elements, extending their vocabulary and critical thinking especially well. Staff expertly support children's emerging language skills very well. This includes children who learn English as an additional language. Several staff speak different languages and continually use these alongside English to help children make connections in their learning of the world around them. For example, younger children draw a picture of a face and staff help older children to label the different parts of the face in Spanish. Staff recognise every moment as a potential learning opportunity.

Personal development, behaviour and welfare are outstanding

The excellent and visually stimulating learning environment helps to support the children's independence and self-esteem to the highest level. Those children who enjoy outdoor play make the most of unlimited access to the exceptional outdoor provision, through daily free-flow play. All ages of children benefit from challenging and physical play. For example, younger children balance on wooden beams and older children take part in yoga. Children become highly sociable at mealtimes. They learn to make healthy choices and rapidly develop increasing levels of independence. For instance, older children help to set the table and younger children pour water from a jug into cups. Children's behaviour is impeccable. They learn to talk about emotions and show kindness and consideration to others. Staff provide children with respectful interactions, for instance, they always ask a child if they can change their nappy or wipe their nose.

Outcomes for children are outstanding

Children are highly inquisitive, confident and talkative, demonstrating a very positive attitude towards learning. They show a secure sense of well-being which contributes to them being very well equipped with the skills required for future learning and exceptionally well prepared for school. The youngest children learn to take responsibility in managing and caring for their environment, developing impressive life skills. Children have excellent opportunities to develop their early mathematical knowledge. For instance, older children complete simple sums with great confidence.

Setting details

Unique reference number	EY382378
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10106131
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	57
Name of registered person	Shepherd Montessori Schools Limited
Registered person unique reference number	RP907140
Date of previous inspection	7 October 2014
Telephone number	01202735521

Ashley Cross Montessori is one of three privately-run nurseries owned by the same provider, and registered in 2008. It is located in Poole, Dorset. The nursery is open each weekday from 8am to 5pm for 51 weeks of the year. It receives funding for free early education for children aged two, three and four years. The nursery employs nine members of staff. Of these, the manager holds an early years qualification at level 6 and five staff hold a level 3 qualification. The nursery follows the Montessori method of teaching.

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