

# Oaklea Montessori at the Windmill Childrens Centre



Windmill Childrens Centre, Mayes Lane, Ramsey, HARWICH, Essex CO12 5EL

<b>Inspection date</b>	28 February 2019
Previous inspection date	11 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Leadership and management are effective. Staff have a very clear understanding of their roles and responsibilities. They are well organised and work well to make sure children have a high level of support to keep them safe and promote their development.
- Strong partnerships between parents, other agencies and staff support children's learning and enable staff to meet their individual needs. Parents are keen to share children's achievements and play an active role in their development.
- Children make good progress and are motivated to learn. Activities are planned with their learning needs and interests in mind. Assessments are accurate and monitored to identify any emerging gaps in children's learning.
- Children behave well and soon learn to be good role models to each other. They are kind and courteous as well as friendly and confident. Children rise to challenges and are proud to share their achievements.
- There is a high level of support for children and their families who speak English as an additional language. Children are encouraged to use their home language, as well as being given the skills to develop an understanding and use of English.
- The leadership and management team has high expectations of the staff and children and continually reviews provision and makes improvements. Training is tailored to improve outcomes for children and staff's professional development.
- Plans to improve the outside area to enhance the play and activities for the children have yet to be implemented.

## **What the setting needs to do to improve further**

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

- enhance the outside area to maximise children's learning experiences and opportunities.

### **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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Michelle Giles

## Inspection findings

### Effectiveness of leadership and management is good

Strong relationships have developed between the leadership and management team and staff. They review provision regularly, making changes to improve outcomes for children. For example, updating and enhancing communication with parents for children's care and development. Training is planned and organised to have the most impact for the children and updated regularly. Safeguarding is effective. Staff can demonstrate a clear understanding of what action to take if they have concerns about a child in their care. Recruitment and induction procedures are thorough. Staff have a very good understanding of their roles and responsibilities and work effectively to keep children safe.

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

Staff have a very good knowledge of the children and their capabilities. They use this information to plan activities that interest and engage children, who are keen to learn and take part throughout the day. Communication and language skills are promoted at every opportunity. For example, children describe the smell of the flowers as 'vanilla' and compare the size of the stems, some of which are 'too small' or 'too big' for their flower arranging display. Children share their views to solve problems with confidence, as they suggest cutting the stems to make them fit. Their coordination skills develop as they use a range of tools and utensils, such as scissors. Staff remind them how to do this safely. Children enjoy singing songs and take part in the actions enthusiastically. Managers monitor planning and assessment to ensure all children continue to make good progress and to identify those who might need additional support.

### Personal development, behaviour and welfare are good

Staff are attentive to children's needs and encourage children to join in if they are a bit unsure. Activities are organised so that they can be accessed independently. Positive relationships are evident between the children and staff. Children are considerate and courteous. For example, a child chooses the xylophone and invites a friend to share it with them. They count to three as they pour custard so that there is enough for everyone. Older children are good role models, assisting younger children with their care needs and supporting them during activities. Babies are encouraged to wash themselves and take part in their own care routines. They use their senses to recognise different textures and are keen to sing songs. Children share their achievements, which are acknowledged with praise. Parents and children who speak English as an additional language are encouraged to share their home language. Parents are positive about the care and learning provided. They work closely with staff to improve outcomes for children.

### Outcomes for children are good

Children acquire a range of skills, knowledge and a positive attitude to learning which equip them for the next stage in their development and school. Good levels of communication, literacy and mathematical ability will support their ongoing education. Children learn to be independent and take responsibility for their actions and the care and consideration of others.

## Setting details

<b>Unique reference number</b>	EY393135
<b>Local authority</b>	Essex
<b>Inspection number</b>	10096723
<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 - 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Oaklea Montessori Community Interest Company
<b>Registered person unique reference number</b>	RP528964
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	01255 880135

Oaklea Montessori at the Windmill Childrens Centre registered in 2009. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including four with early years professional status or qualified teacher status. The nursery opens from Monday to Friday for 50 weeks a year. Sessions are from 8am until 6pm, with core hours for sessions from 9am to midday and 1pm to 4pm, or two sessions together each day from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It follows the Montessori educational approach.

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