

# Cookham Montessori School



The Scout Hall, Grange Road, Cookham, Maidenhead, Berkshire SL6 9TH

<b>Inspection date</b>	11 July 2019
Previous inspection date	13 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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 highly qualified manager and her staff interact very skilfully with children. They focus strongly on sensory exploration, where children explore and learn extremely successfully and make rapid progress. For example, children discover squashing herbs with a spoon releases a scent, and they make their own potions.
- Staff provide exceptionally well-planned transitions from home to nursery, from room to room and on to school. Children form secure attachments and have a strong base for developing their independence.
- The manager oversees the running of the nursery exceptionally well and monitors every aspect of the provision. She is very enthusiastic and highly committed to make continuous improvements to ensure children receive the very best possible outcomes. Staff, parents' and children's views are all gathered to help plan exiting experiences. For instance, highly successful visits to the local adult day centre are now a regular outing for the children, who form wonderful cross-generational friendships.
- Partnerships with parents are exemplary. They report they are kept extremely well informed about their children's progress and how they can continue the learning at home. The parents have regular in-depth meetings to discuss and help set their children's next steps in learning. They are hugely involved in gaining knowledge of what their children learn, for instance, attending open days, training and through accompanying their children on camping weekends. Through these exceptionally successful partnerships, parents are learning extensively how children learn inside and in the natural environment.
- The manager supports her staff's professional development exceptionally well. She sets clear objectives and provides magnificent support. For instance, following speech and language training, staff have an even more in-depth knowledge of how they talk and listen to younger children to help them make rapid progress in their language and communication skills.

## What the setting needs to do to improve further

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

- enhance access to outdoor play opportunities in all weathers to support those children who learn best outside.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with staff. She held meetings with the manager and discussed how the manager leads and evaluates practice. The inspector looked at relevant documentation, including children's records, policies and evidence of staff's suitability.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of their views.

**Inspector**  
Hazel Farrant

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager works very closely with her staff team to ensure they are extremely confident in their responsibilities to protect children. Rigorous risk assessments and comprehensive procedures are known and closely followed by staff. Staff demonstrate an excellent understanding of how to identify and report any concerns regarding the welfare of children. Recruitment is robust, and the manager is meticulous in ensuring staff's ongoing suitability. Since the previous inspection, the manager recognises how much the improved outdoor play experiences have truly enhanced children's physical skills. For instance, children now develop excellent skills when using the climbing wall and balance beams. They are looking into how they can make the already exciting outdoor area more accessible during different weather conditions.

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

The manager meticulously analyses data about children's progress. Staff promptly close gaps in children's learning and inclusion is exceptional. As part of this, staff develop exceptional partnerships with others to support children with additional needs. Observations and assessments are precise. Staff fully utilise this information in planning challenging and exciting activities. Staff provide children with extensive language-rich experiences and introduce new vocabulary. During a science experiment activity, older children become fascinated discovering which materials will allow electricity to flow through. They confidently discover which works best and say, 'metal is a conductor and plastic is an insulator'.

### Personal development, behaviour and welfare are outstanding

Children gain an exceptional understanding of how to follow a healthy lifestyle. They play energetically in the garden and during forest school activities. Children excitedly pick and prepare the vegetables they grow in the garden ready for snack time. Children know that fruit and vegetables are good foods for their bodies. They have an excellent knowledge of how to take care of themselves. This is demonstrated when children explain to staff that they must brush their teeth twice a day to keep their teeth clean. Staff have high expectations of children's behaviour. Children clearly know what is expected of them and show exemplary behaviour. For instance, children readily share resources and know how many children can safely play in the role-play area at any one time. This is demonstrated when children remind each other that 'only five children can play at a time'.

### Outcomes for children are outstanding

Children make rapid progress from their starting points. They are exceptionally happy, confident and eager to learn. They understand about their own safety and know to carry scissors with the point facing downwards. Children are incredibly independent. They self-select resources and know to tidy away after their play. They listen to stories attentively. They successfully recall aspects of the story, demonstrating high levels of understanding and exceptional listening skills. Children with special educational needs and/or disabilities (SEND) make significant progress, which helps them to be ready for the next stage in learning. Older children develop exceptional levels of readiness for starting school, for instance, learning to write their name and knowing the sounds of letters.

## Setting details

<b>Unique reference number</b>	EY294410
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10108585
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Roden, Virginia Margaret
<b>Registered person unique reference number</b>	RP514546
<b>Date of previous inspection</b>	13 February 2015
<b>Telephone number</b>	01628 529414

Cookham Montessori School registered in 2004 and is one of four settings owned by the same provider. It operates from the Scout Hall in Cookham, near Maidenhead, Berkshire. The nursery follows the Montessori ethos and forest school takes place one a week; each child goes to the forest for a half-term block each term. The nursery operates Monday to Friday during term time only from 8.30am to 3.30pm. There are a variety of sessions, including breakfast and early bird club, a lunch club and morning and afternoon sessions. The nursery receives funding for the provision of free early education to children aged two, three and four years. The staff care for children with SEND and those who are learning English as an additional language. There are 13 staff members; of these, nine staff hold an early years qualification and the manager has early years professional status.

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)

