

Camberley Town Montessori

30 Southwell Park Road, Camberley GU15 3QQ



Inspection date

Previous inspection date

1 August 2019

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Outstanding

1

Outcomes for children

Good

2

Summary of key findings for parents

This provision is good

- Children's well-being is central to the ethos of the nursery. Staff establish outstandingly secure and trusting bonds with children and get to know their individual personalities incredibly well. Children are extremely happy and develop exceptional levels of confidence and self-esteem.
- The management team and staff establish good partnerships with other professionals involved in children's care. This enables staff to share information which promotes excellent care and ensures children's welfare is promoted effectively.
- The management team and staff evaluate their practice together to support their future development. They share ways to improve the provision and seek feedback from parents, who support them in implementing new ideas to continuously improve. For instance, recently staff have successfully improved how they share information with parents to keep them informed of the nursery activities and children's overall progress.
- Staff place a strong focus on teaching children about the wider world, through a variety of interesting activities. For instance, staff talk to children about the different seeds, leaves and feathers they collect when they visit the park, to help build on their knowledge of the natural world.
- Staff gather detailed information from parents about children's care needs at enrolment, but do not obtain precise information about what children know and can do, to help them assess children's abilities from the outset.
- Staff do not use their good knowledge of children's individual needs to plan precisely for their next steps in learning.

What the setting needs to do to improve further

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

- gain more-precise information from parents about what their children can already do, to help to identify their children's individual learning needs from the outset
- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes.

Inspection activities

- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of the nursery policies, looked at evidence of suitability of all staff and children's records, and discussed self-evaluation with the manager.
- The inspector took account of the views of parents spoken to and those provided in writing for her, on the day of the inspection.

Inspector
Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff benefit from regular training opportunities to ensure that they understand their roles and responsibilities to keep children safe. They know how to identify and report any child protection concerns, to maintain children's welfare. The management team implements robust recruitment procedures to ensure that all staff are suitable to work in the nursery. Staff benefit from regular supervision to support them in their roles. Those staff who are new to the nursery receive effective coaching to help develop their teaching skills. This helps to ensure that the quality of teaching that children receive is consistently good. Parents speak positively about the nursery. They say that staff are dedicated to providing children with good care and learning experiences.

Quality of teaching, learning and assessment is good

Staff provide a good range of experiences for children, to motivate their play. Staff adapt learning for the differing ages of children and capture opportunities to challenge children's learning well. For instance, staff teach toddlers how to thread beads and encourage older children to name the colours of the 'fish' they share with their friends. Staff promote older children's counting skills well. For example, as children sit to eat together, staff help them count the number of bowls they will need. Staff and the management team make regular assessments of children's learning to monitor their progress. They share children's key achievements with parents, to keep them informed of their good progress.

Personal development, behaviour and welfare are outstanding

Staff provide a very well-organised and well-resourced provision that encourages and provides outstanding opportunities for children, who thrive in the caring atmosphere. Staff place an exemplary focus on children developing high levels of self-esteem and a willingness to try new things. This helps them to attempt and persevere at new tasks, to develop emotional confidence and support their next stage in learning. For instance, older children practise balancing along low-level walls. Staff are highly skilled at knowing when to offer support and when to let children to manage some age-appropriate risks independently. Staff offer excellent encouragement for those children who are less confident. As a result, children proudly tell friends 'I did it' as their peers congratulate them. All children, including the youngest, learn how to successfully manage a variety of routines very independently. For example, pre-school children put their chairs out for snack time and toddlers take off their shoes and put them away after playing outside.

Outcomes for children are good

Children are enthusiastic learners and gain skills that prepare them well for their future learning, including school. Older children develop good literacy skills. They concentrate well in groups, answer questions and share ideas confidently. For instance, as staff read stories, children illustrate parts of the story and share ideas of what they are drawing with their friends. Babies gain good physical skills, such as practising their new walking skills, as they gain confidence in their growing abilities.

Setting details

Unique reference number	EY548336
Local authority	Surrey
Inspection number	10104937
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	12
Number of children on roll	31
Name of registered person	College Town Montessori Nursery School Limited
Registered person unique reference number	RP903527
Date of previous inspection	Not applicable
Telephone number	01276671605

Camberley Town Montessori registered in 2017 and is in Camberley, Surrey. The nursery is open Monday to Friday from 8am to 6pm, for 48 weeks of the year. The nursery follows the Montessori teaching philosophy. There are nine staff who work at the setting, seven of whom hold qualifications at level 3 or above. The nursery accepts funding for the provision of free early education for children aged two, three and four years.

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.

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