

Inspection of Sunshine Montessori Nursery

The Scout Hall, Bullocks Farm Lane, Wheeler End, High Wycombe HP14 3NH

Inspection date: 6 September 2019

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The committed staff team shares a clear vision for the intent of the curriculum. Managers meticulously analyse and identify children's learning needs. They provide an outstanding learning environment focused on helping to develop children's independence and communication and language. This helps all children, including the most able, those in receipt of additional funding and those with special educational needs and/or disabilities (SEND), to have a positive attitude to learning and achieve the best possible outcomes.

Staff share consistently high expectations for every child. They establish exceptional partnerships with other professionals, such as speech and language therapists and physiotherapists. This helps them to support children with SEND superbly. For example, staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets.

Children benefit from highly impressive individual settling-in arrangements. Staff ensure they understand the unique needs of each child. This supports children's emotional development extremely well and helps them to build secure attachments with their key person. Staff establish exceptionally positive partnerships with parents when children begin at nursery. For instance, they talk to them to find out about children's care routines, likes and preferences. Children settle well and are very happy and safe in nursery. For example, younger children enjoy exploring their room. They are curious and investigate the feeling of natural materials in their hands. They smile as they create sounds by bringing two items together.

Children's behaviour is exemplary. Staff encourage children to talk about their feelings and this helps them to understand the impact that their behaviour choices can have on others. For instance, children manage their own behaviour impressively as they follow established rules for outdoor play. This helps to promote their health and safety.

What does the early years setting do well and what does it need to do better?

- Leaders encourage continuous improvement in the setting successfully. This is demonstrated by their creation and evaluation of precise plans for improvement. Leaders maintain a strong focus on ensuring that staff expertise can support further improvements. For instance, they supervise staff performance regularly and provide a robust programme of training to develop subject knowledge. Staff recently completed sign language training and are using this to support their focus on developing children's communication and language. Young children enjoy holding hands and bouncing up and down as staff sing familiar songs and rhymes to them.

- Staff meticulously plan learning experiences for individual children, considering how to build on children's prior knowledge in each area of learning. For instance, they provide stimulating challenges for more-able children. They encourage children to investigate the properties of materials, such as plastic and metal. Children delight in predicting and finding out which materials from their environment will conduct electricity. They learn new vocabulary such as 'conductor' and 'insulator', and use these words confidently to communicate their thoughts and ideas.
- The highly impressive management team uses funding and resources to provide an abundant array of experiences to help prepare all children, including the most disadvantaged, for their future successes. For example, they bring the nursery community together and provide memorable experiences such as a camping trip. This brings families together and helps staff to promote skills including teamwork and risk taking, values such as respect and appreciation, and challenges linked to physical health and independence in a supportive environment.
- Staff implement policies consistently throughout the nursery and teach children highly successful strategies to manage their feelings and behaviour. For instance, staff use puppets to help children consider how they might feel in particular situations, such as moving to a new school or staying at nursery when their friends have moved on. Children begin to relate to the puppet. They are exceptionally confident talking about their feelings and emotions.
- Across the nursery, staff deliver consistent messages to help children understand how they can make healthy eating choices. This is evident through discussion with children. Children tell the inspector that they are growing vegetables, including tomatoes. They explain how they water them to help them grow. Children pick ripe tomatoes and enjoy explaining why these are 'healthy' foods. They go on to learn how to cut the tomatoes into smaller pieces for their snack time.
- The management team acts with integrity. Managers seek the honest views of staff about their work-life balance, such as through questionnaires. They implement successful strategies to help staff to manage their workload effectively. This is illustrated by regular planning, preparation and assessment time for staff, and allocated time in the nursery day for completing training.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that staff keep their safeguarding knowledge up to date. For instance, staff complete training and discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They are familiar with the whistleblowing policy and procedures for reporting allegations. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm.

Setting details

Unique reference number	EY372824
Local authority	Buckinghamshire
Inspection number	10108686
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	0 to 4
Total number of places	45
Number of children on roll	125
Name of registered person	Roden, Virginia Margaret
Registered person unique reference number	RP514546
Telephone number	01494 880607
Date of previous inspection	20 November 2014

Information about this early years setting

Sunshine Montessori Nursery registered in 2008 and is one of four privately owned nurseries. It operates from the Scout Hall in Wheeler End, near High Wycombe in Buckinghamshire. The nursery employs 36 childcare staff. Of these, 22 hold qualifications at level 3 or above, including three members of staff who are qualified to level 6. Eight members of staff are employed to cover holiday. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Lisa Dailey

Inspection activities

- The inspector went on a 'learning walk' around the setting with the management team.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector checked the evidence of the staff training and suitability.
- The inspector spoke to staff, parents and children at appropriate points in the inspection and considered their views.

We carried out this inspection 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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