

Inspection of Phoenix Montessori Nursery (West Norfolk) Ltd

Phoenix Montessori Nursery (WN) Ltd, Oddfellows Hall, 56 Sutton Road, Terrington
St. Clement, King's Lynn, Norfolk PE34 4PJ

Inspection date:

27 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children have variable learning experiences in the nursery as the quality of teaching is not consistent across all rooms. Staff who work with babies and younger children do not always interact purposefully with them. Some staff sit with children at activities. However, there is little meaningful communication. They do not use these opportunities to extend children's vocabulary or language skills. However, pre-school children engage well in learning opportunities that support their all-round development. Staff follow children's interests well. They sit with children and together, they make intricate designs using small building bricks. Staff ask questions and children answer imaginatively.

Children generally show that they feel safe. Older children manage small risks well, for example, they concentrate when using scissors. Younger children happily interact with staff when they sit as a group and sing a nursery rhyme together. However, when staff engage less well with children, they are sometimes unsettled and seek reassurance.

Children are encouraged to be independent from a young age. They respond well to staff's instructions and know the nursery routines. They are helpful when they need to tidy away resources. Staff support older children to resolve their own difficulties when learning to share. They decide on reasonable solutions together.

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

- The arrangements to monitor staff's performance are not effective in supporting staff to continually improve their practice. Weak practice is not always identified. Staff do not benefit from constructive feedback to help them to improve the quality of their interactions with children. Some senior staff lack the skills to consistently role model good-quality teaching. Consequently, the quality of teaching is variable.
- Weaknesses in teaching mean that sometimes children lack focus in their play. Outdoors, some children wander or engage in less purposeful play. Staff join in with children's play momentarily, for example when a group of children sit in a boat outdoors. However, they do not extend children's imaginary ideas. At other times, staff engage better with children. They support children's physical development when they enthusiastically join in a ball throwing game with them.
- Staff's planning of the learning environment and activities does not always successfully engage children in rich and meaningful opportunities. Indoors, young children tip out boxes of resources and play for brief moments before moving on. Staff do not carefully consider the planning of large-group activities to ensure they meet the needs of all children. Consequently, some children lack focus and engagement.

- Staff generally get to know the children well. They develop effective partnership working with parents and share information together to support children's learning in the nursery and at home. However, staff do not share detailed information with each other to ensure children's learning and development are continued as they move between rooms. Some staff are unsure that they have all the information they need to be able to plan precisely to build on what children already know and can do.
- Children throughout the nursery enjoy singing nursery rhymes and sharing books. Babies join in number rhymes, follow the actions and use props. Older children access a wide range of books. They sit together and listen to staff read. Staff ask children questions to which they eagerly respond. Staff communicate well with older children and engage them in conversations throughout the day.
- Staff support children to adopt healthy lifestyles. Children have daily opportunities to play actively in the fresh air. They explore and name different fresh vegetables, which they later make into soup. Children eat healthy food which is freshly prepared at the nursery each day.
- Children develop good social skills. They learn to share resources and play cooperatively with their friends. Staff role model good behaviour. They teach children to use good manners and to have respect for others. Older children are determined to do small tasks for themselves, for example, putting their shoes on to go outdoors. Staff praise children for their achievements to boost their confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs they must be alert to that may indicate a child is at risk of harm. They know the procedure they must follow to report their concerns. The manager acts swiftly to report any concerns to the relevant agencies and follows their advice and guidance. Staff access regular training to ensure they have a wide understanding of up-to-date safeguarding issues. The manager follows safe recruitment procedures to ensure that only those suitable to work with children do so. The manager regularly reviews her risk assessments and promptly acts to minimise any hazards that are identified.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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improve the monitoring of staff's performance and put into place effective supervision, support and coaching to raise the quality of teaching	26/12/2019
improve staff's planning of activities and the learning environment so that all children experience engaging and challenging opportunities to support their continued development	26/12/2019
provide younger children with a balance of adult-led and child-initiated activities that engage them more successfully in purposeful play	26/12/2019
ensure staff share detailed assessments of what children know and can do when they move between rooms, to secure continuity in children's learning.	26/12/2019

Setting details

Unique reference number	254224
Local authority	Norfolk
Inspection number	10112993
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 8
Total number of places	50
Number of children on roll	166
Name of registered person	Phoenix Montessori Nursery (West Norfolk) Limited
Registered person unique reference number	RP527594
Telephone number	01553 829 813
Date of previous inspection	21 April 2015

Information about this early years setting

Phoenix Montessori Nursery (West Norfolk) Ltd registered in 1998. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, from 7.30am to 6pm. Staff in the nursery follow a Montessori educational approach. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the nursery and made observations throughout the inspection of children's experiences in the nursery's rooms and outdoors.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the nursery managers.
- The inspector held a meeting with both nursery managers.
- The inspector looked at a sample of the nursery's documents, including evidence of staff's suitability and training.

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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