

# Inspection of Montessori Pre-School Nursery Hemlington

31 The Viewley Centre, Hemlington, Middlesbrough TS8 9JH

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Inspection date: 14 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

When children arrive at the pre-school with their parents, staff make sure that they are made to feel welcome and supported. All staff within the pre-school place a huge importance on ensuring that children are happy and confident. They work tirelessly to achieve this. All children are well supported. Staff know children well and they plan meaningful experiences for them across all seven areas of learning. Children are keen to be involved in all activities. They are able to take responsibility for their own learning and independently access resources. Children's behaviour throughout the pre-school is good. Children are provided with positive role models. Staff support children to develop an understanding of how to share and take turns.

Children learn about the importance of living a healthy lifestyle. Staff teach them about healthy eating and encourage children to discuss which foods are good for their bodies. This is further enhanced through the implementation of good hygiene practices. For example, staff support children to understand how and when to clean their teeth. They are extremely vigilant to ensure that children wash their hands before meals and after outdoor play.

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

- Staff regularly praise the children for a 'job well done'. For example, they praise children for helping to tidy away activities before their snack and lunch. Staff are beginning to help children to learn the difference between right and wrong. They remind children how to behave well and explain to them why some behaviours are unkind. For example, staff explain to children why they need to share and not take toys from one another.
- Children are happy and settled. They form strong emotional attachments with their key person and seek support from adults in their self-chosen activities. For instance, they use their imagination during role play as they pretend to make cakes and shops for various foods. They are keen for staff to be involved in their play and talk confidently with them.
- Staff sensitively observe children's learning as they play alongside them to identify what they need to learn next. They assess children regularly to ensure that any gaps in their learning are identified and addressed. Staff build on older children's concentration skills. For example, they encourage them to complete complex puzzles with increasing confidence and make connections between the pieces of the puzzle.
- Overall, staff support young children's communication and language skills. Children are encouraged to talk within a small group and express how they feel. However, staff do not consistently ask questions that encourage children to build on and extend their ideas and understanding, and their problem-solving skills.

- Children develop their literacy skills. They are keen to read books independently and also with staff. Children are enthralled as staff read books and use props for children to make the appropriate sounds. They are skilled at listening for their part and tell other children when they need to participate.
- The manager places a great emphasis on supporting and valuing the staff team. The manager and staff reflect on their practice. In conjunction with parents, they identify areas for development. The manager carries out staff supervision sessions and provides new staff with regular coaching to improve their personal practice. However, the programme for the professional development of all staff does not focus robustly on raising the quality of teaching to an even higher level to ensure that it is constantly improving.
- The nursery staff have developed very good relationships with parents. Staff ensure that parents feel involved in their children's care and education. They share records of children's progress with them on a regular basis. Staff support parents to extend their children's learning at home. For example, parents are able to access books to take home to read to their children. Parents comment on the welcome that they and their children receive. They state that their children make good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff within the nursery have a good knowledge and understanding of safeguarding. They know the signs of abuse and the procedures to follow should they have any concerns about the welfare of a child. All staff have accessed safeguarding training, which is supported and underpinned by detailed policies and procedures. Rigorous recruitment procedures ensure that all staff within the nursery are suitable to work with children. Staff are vigilant to the security of the premises at all times. Regular risk assessments are completed inside and outside.

## **What does the setting need to do to improve?**

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

- strengthen the teaching skills further by consistently asking children questions that encourage them to think and solve problems, and give them enough time to form their responses
- build on the programme of continuous professional development so that the quality of teaching is constantly improving.

## Setting details

<b>Unique reference number</b>	EY551816
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10126944
<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>	2 to 3
<b>Total number of places</b>	90
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Montessori Pre-School Ltd
<b>Registered person unique reference number</b>	RP551815
<b>Telephone number</b>	01642965757
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Montessori Pre-School Nursery Hemlington registered in 2017. The nursery employs eight members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The nursery opens all year round from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## Inspection activities

- The manager and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector observed and evaluated an activity.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views through written feedback provided.

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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