

Inspection of The Beachside Montessori Nursery

Lancing Parish Council, Parish Hall, 96 South Street, Lancing BN15 8AJ

Inspection date: 3 December 2019

Overall effectiveness	Good
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

Managers and staff closely track and monitor the progress that children are making. They swiftly identify potential gaps in children's learning to provide additional support if required. Staff warmly welcome children and their families into the nursery. Children form close bonds with staff and secure friendships with other children. This helps to provide a positive contribution to children's well-being. Overall, children are provided with a wide range of stimulating and enjoyable learning experiences. Children demonstrate a positive attitude to learning and are confident. Their independence skills are promoted well in preparation for school. Children learn to be independent from a young age. They select what they would like to eat for their snack, pour their own drinks and wash their plate and cup when they have finished.

Children present positive behaviour. They are polite and friendly, demonstrating a strong sense of belonging. Children excitedly greet visitors and are eager to share their stories and experiences. They are becoming familiar with sharing, taking turns and listening to each other. When challenging behaviour arises, there are clear and consistent systems in place to support children. For example, following recent training on behaviour management, staff have revised the book area to create a more tranquil environment. A range of sensory items and emotion cards are accessible for children to explore on their own or with staff. This helps children to feel secure and confident to share their feelings and emotions in different ways.

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

- Children thrive in this inclusive nursery. The management team and staff are knowledgeable about children's specific needs, such as children who are learning English as an additional language and those with special educational needs and/or disabilities. They work closely with parents and other professionals to provide targeted interventions to help children to achieve to their full potential.
- Staff interact effectively with children to support their learning. They give them ample time to develop their own thoughts and ideas during discussions. Children learn about the world around them. They enjoy real-life experiences, such as feeding vegetable leaves to the nursery's giant African snails. Children are fascinated as they observe them move down their habitat to graze.
- Staff encourage and support the increasing communication and language development of children. Younger children are learning new and more-challenging words, and older children are given time to answer questions, to give their own views and suggestions. Children enjoy stories and songs during group sessions and are gaining confidence speaking in front of their peers. However, at times, staff do not consider the abilities of the children present so that all children benefit from the best teaching and learning opportunities.

- Strong relationships are fostered with parents, who praise the nursery highly. The staff team regularly shares information with parents about their children's care and early learning. For example, parents are invited to frequent meetings. They receive weekly updates about the experiences offered to children. This supports parents in extending children's learning at home
- Children feel safe and secure in their relationships with staff. Staff are respectful of children and what they are doing. For example, when getting ready to go outside, staff give children time to finish off what they are doing before putting on their coats. Staff talk to children in a calm and respectful manner. Children's individual efforts are given meaningful praise.
- Children's imaginations are fostered well. They have lots of opportunities to explore their own ideas and initiate their own play. However, on occasions staff do not effectively challenge the children to help them make even greater progress in their learning. Staff do not always take children's learning forward as much as possible during child-led activities. On occasion, activities are not tuned into children's emerging interests, to further develop their natural curiosity and maximise learning.
- Managers ensure that staff's well-being is supported. They provide regular supervision meetings and are available for informal discussions at any time. Staff report that they feel very well supported by managers and other members of the team.
- Managers understand their roles and responsibilities. They are aware of the strengths of the setting and seek the views of parents when planning for improvement. Managers are aware of the importance of building good partnerships with others who provide care and learning for the children. This helps to ensure that any concerns about children's care or learning can be quickly identified and managed.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare are fostered well. The management team ensures that staff keep their safeguarding knowledge up to date. They understand how to recognise the signs and symptoms that may raise concerns about a child's welfare. They know how to make referrals both within the setting and to relevant agencies. Managers regularly review their safeguarding policies and procedures to ensure that they are relevant and up to date. These are shared with staff to help them to further understand their responsibilities. The premises are very secure and safe for children to play in. The provider implements robust recruitment procedures and ensures staff's ongoing suitability.

What does the setting need to do to improve?

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

- review the organisation and planning of group activities for children of mixed abilities to increase children's focus and attention
- plan and re-shape activities linked to children's interests to help ignite their curiosity and maximise learning.

Setting details

Unique reference number	EY550197
Local authority	West Sussex
Inspection number	10127002
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	24
Number of children on roll	41
Name of registered person	The Beachside Montessori Nursery Ltd
Registered person unique reference number	RP550196
Telephone number	07881920420
Date of previous inspection	Not applicable

Information about this early years setting

The Beachside Montessori Nursery registered in 2017 and is located in Lancing, West Sussex. The nursery opens from 8am to 6pm on Monday to Thursday and from 8am to 4pm on Friday, all year round, with the exception of bank holidays. It employs seven members of childcare staff. Of these, the manager holds a degree, and four staff hold appropriate early years qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children. The nursery use the Montessori teaching method.

Information about this inspection

Inspector

Shan Jones

Inspection activities

- The inspector conducted a learning walk with the manager. She discussed with her the intention for the curriculum.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of training and the suitability of staff working at the nursery.
- The inspector carried out an evaluation of teaching with the manager, following a planned activity.
- 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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