

Report for childcare on domestic premises

Inspection date: 12 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff have created a highly stimulating environment where children thrive. Each room is cleverly designed and boasts an impressive array of natural resources and real household objects. Children become absorbed in their play as they fit parts of objects together and fill and empty containers. Older children demonstrate good physical skills as they use their fingers to replicate patterns and create shapes in sand trays.

Staff are trained well in the Montessori approach and plan a wide range of meaningful learning experiences. They skilfully interact with children to help them to gain the skills and knowledge they need for future learning and school. For example, children are incredibly independent. They learn how to handle tools safely as they make coleslaw using vegetables grown in their allotment. Staff challenge children to count cups and napkins as they set the tables for lunch. They make mealtimes sociable occasions and support children to serve themselves and help tidy away afterwards.

Staff are caring and nurturing. They know children well and develop strong bonds with them. Children are self-assured, happy and safe in the setting. They understand what is expected of them and their behaviour is good. For example, children enjoy playing games and know how to take turns. They respond positively to staff and play amicably together.

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

- The manager and staff are ambitious and have high expectations for all children. They carefully observe children to find out what they know and can do, and use this to plan for their next stage of learning. Children achieve well across the areas of learning.
- Partnerships with parents are exemplary. Staff exchange in-depth information with them about children's learning and care. They involve parents in the assessment process and hold workshops to offer ideas about how they can support children's learning at home. Parents' feedback is very complimentary.
- Staff promote children's vocabulary well. They mimic the sounds that babies make and encourage them to repeat words back to them. Staff engage older children in meaningful conversations and ask a good range of questions overall. However, on occasion, some staff do not extend their lines of questioning to challenge children to think critically in order to enhance their learning even further.
- The manager, who is also the proprietor, places high importance on staff's well-being. She is supportive and ensures that workloads are manageable. In addition, staff receive company benefits, such as private medical care to support

their good health.

- Staff read books to children and help them to recall the main events and characters in the story. They talk to children about the illustrations and support them to link sounds to letters. However, occasionally, staff do not organise large-group activities as well as possible to ensure that all children remain fully focused on their intended learning.
- The qualified staff know how children learn and develop. They engage in a good range of professional development activities to strengthen their skills and knowledge. For instance, the manager observes staff as they engage with children. She provides critical feedback to help them to develop their good interactions even further. Staff attend relevant training events and share their learning with the rest of the team.
- Children's mathematical skills are developing well. Staff support children to identify numerals and shapes. They introduce the language of size and help children to count in sequence as they play.
- Children have a positive approach to learning and are keen to try new things. For example, young children show determination as they learn how to hold a mechanical whisk and turn the handle to operate it. They excitedly explore paint and clearly enjoy the sensory experience.
- The manager and staff implement effective procedures to evaluate the effectiveness of their practice and provision. They gather feedback from parents and consult with children to help them to plan relevant developments. For example, there are plans in place to develop the outdoor provision and create a sensory garden.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safer recruitment guidance successfully to make sure that staff are suitably checked and vetted. She ensures that staff have an up-to-date knowledge of child protection procedures and wider safeguarding issues. Staff are alert to the signs of abuse and neglect. They know what to do if they have concerns about children's welfare and understand the purpose of the whistle-blowing policy. Staff complete daily safety checks to ensure that the premises are safe and any potential hazards are identified and minimised.

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 of large group activities to further help all children to remain actively involved and focused on their intended learning
- provide children with increased opportunities to answer questions that challenge them to think critically.

Setting details

Unique reference number	400067
Local authority	North Yorkshire
Inspection number	10117597
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	30
Number of children on roll	52
Registered person unique reference number	RP511112
Date of previous inspection	21 May 2013

Information about this early years setting

Malton Montessori School and Nursery registered in 1996. The setting employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday for 46 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year-old children. The setting follows the Montessori approach to early years education.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector had a tour of the setting. She talked to the manager to find out how she organises the curriculum and early years provision.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The manager jointly evaluated an activity with the inspector.
- The inspector talked to parents, staff and children and took account of their views.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and first-aid qualifications. She discussed the setting's evaluation procedures and development plans.

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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