

Inspection of Harlequin Montessori Nursery

School Road, Billericay, Essex CM12 9LH

Inspection date: 17 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at nursery. They are happy, confident and emotionally secure in this welcoming environment. Children develop friendships with each other and play cheerfully together. They form positive bonds with the caring staff and engage busily in a wide range of stimulating and enjoyable experiences. Following the Montessori philosophy of teaching, staff plan activities for children that have a start and end, which helps encourage children's sense of achievement in completing tasks. Children show high levels of motivation and concentration as they carefully choose and master a wide range of challenging activities. They take great pride in these achievements and show a strong confidence in their own abilities.

Children trace around letters printed in rough sandpaper with their fingers. They learn about the shape and sound of letters and enjoy opportunities to test out their knowledge, such as recognising these letters in books they share with adults.

Children are very well behaved. Staff sensitively support them to understand their emotions. Children feel safe and secure as staff are consistent in their expectations. Staff give lots of praise and encouragement during activities, which supports children's confidence and self-esteem.

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

- The ambitious managers work closely with their dedicated staff to create a nurturing nursery with a strong, family ethos. Staff know the children very well and build warm and trusting bonds with each of them. Staff provide a calm, loving and friendly environment, in which children are happy and confident to learn.
- The knowledgeable, enthusiastic managers are effective in evaluating staff teaching practice and securing ongoing development that improves children's experiences and learning outcomes. They work regularly with staff to consider ways to develop or improve their provision further. Recent training in supporting early language development has enabled staff to skilfully help children to become even better communicators.
- Staff get to know children and their families very well. Parents comment on how welcome and supported they feel and say that their children love attending. Staff keep parents informed about their children's care and progress and offer helpful suggestions about how parents can extend and support their children's learning at home.
- Children make good progress from their varying starting points. Staff talk confidently about children's current levels of development. They regularly observe children at play and complete assessments of children's learning and

development. However, staff do not always respond to children's emerging interests, allowing them to be spontaneous and develop their creativity even further.

- After finishing activities, staff encourage children to pack away before starting another activity. Children understand this routine and enjoy learning to do things for themselves. Older children help those who have recently started by showing them where to put things when they have finished.
- Children have opportunities to be physically active during the day. They develop coordination and build on their large-muscle skills as they negotiate mazes they make out of wooden bricks. However, staff do not consistently make the best use of outdoor areas and do not provide as many opportunities to extend and support learning for those children who prefer to learn outside.
- Children are encouraged to have their own opinions and to make choices. Staff offer a selection of books that could be read later in the day and ask children which one they would like. Children confidently make their decisions, attaching a peg to the book they would like to hear.
- Staff prioritise time to share books with children. Children are excited as they join in with actions and parts of the story they know. They demonstrate a love of reading from a young age.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff are knowledgeable about the types of abuse and concerns that might alert them that a child's welfare or safety is being compromised. They complete safeguarding training to ensure that they have a secure understanding of who to contact if they need guidance or to raise a concern. Managers vigilantly check staff suitability and use robust recruitment procedures to minimise risks to the children. They understand the procedures to follow in the event of an allegation against staff.

What does the setting need to do to improve?

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- increase opportunities for children to be more spontaneous in their play and extend their creativity.

Setting details

Unique reference number	402203
Local authority	Essex
Inspection number	10062915
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	2 to 4
Total number of places	37
Number of children on roll	27
Name of registered person	Arber, Ann Margaret
Registered person unique reference number	RP513434
Telephone number	01277 633223
Date of previous inspection	7 December 2015

Information about this early years setting

Harlequin Montessori Nursery opened in 1992. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above and one holds a qualification at level 2. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

Inspection activities

- The inspector viewed all areas of the nursery with the manager and discussed how the curriculum is organised.
- The inspector spoke to parents during the inspection and took account of their views.
- The nursery manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector observed activities, indoors and outdoors, and considered the impact of teaching on children's learning and development.
- The inspector spoke to staff and children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020