

Inspection of Patchwork Montessori Nursery

Patchwork Nursery School, Chiltern Road, MAIDENHEAD, Berkshire SL6 1XA

Inspection date: 9 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and confident at the nursery. They look forward to their nursery days and settle extremely well. They quickly build warm and affectionate attachments to staff, who provide nurturing care and attention. Children develop high levels of independence. They choose activities, practise their skills and know how to put resources back in the correct place.

Children are engaged throughout the day and this ensures that their behaviour is good. They learn good manners and how to communicate positively and effectively from the staff. For example, children say 'please' and 'thank you', often without a prompt, and treat toys with care and respect. Staff are attentive and patient, and are good role models to the children.

Children's early literacy skills are well supported. There is a wealth of opportunities for them to practise their mark-making and writing skills. Older children are learning about letters that are significant for them. For example, staff encourage children to write and recognise their names at regular times throughout a nursery day. Children develop good mathematical understanding as they scoop and transport the water, using pumps, jugs and funnels. Staff use indoor and outdoor activities to introduce counting, colours and shapes. However, on occasions, staff ask children questions but do not allow them time to think and respond.

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

- The manager and her staff work well together as an enthusiastic and dedicated team. They are committed to providing the best possible care and education for all children. Staff plan a broad and exciting curriculum that supports children to make good progress from their starting points and develop the skills they need for future learning effectively.
- Professional development is strong. Staff say that they are very well supported. Newer members of staff value the support that they are given from other members of staff, as well as managers. Staff are encouraged to further their own qualifications and careers.
- Children lead healthy lives at nursery. They demonstrate this as they tuck into appetising and nutritious meals and snacks. In addition, they learn the importance of good hygiene and have the opportunity to play energetically inside and in the exciting garden.
- The manager monitors staff closely and observes them in their role. She makes suggestions as to how staff can improve their practice further and plans targeted training opportunities to help them to develop their knowledge and skills. Since the last inspection, staff have also had opportunities to learn from each other and share their skills and expertise, through peer-to-peer observations.

However, there is still scope for continuous professional development opportunities to focus even more precisely on raising teaching practice to the highest level.

- Staff prepare children for life, helping them to learn about respecting others and developing their understanding of the similarities and differences of the friends and staff around them. Children are given a range of rich experiences to understand how different people live and how they celebrate.
- Children engage in meaningful conversations with staff. Staff use skilful questioning to encourage children to express their thoughts and ideas and expand on conversations. For example, children are encouraged to think what they could use to make their snowman like a character from a popular film. However, sometimes, staff are not mindful enough of giving children sufficient thinking time when asking questions before they provide the answer themselves. For some children, this does not give them the opportunity to offer their own ideas, thoughts or suggestions.
- Staff successfully support children's developing self-care skills and encourage good hygiene routines. For example, they introduce toilet-training to younger children and encourage them to wash their hands themselves before eating. Older children use the bathroom independently. This helps to support their physical health and well-being.
- Staff use a variety of ways to promote children's communication and language development, including children who speak English as an additional language. For example, staff share dual-language books and compact discs with children and parents. In addition, they use sign language with the children to support their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of the safeguarding policies. They know how to help keep children safe and protect their welfare. Staff all have a good understanding of all requirements and documentation, such as the 'Prevent' duty guidance. They have attended additional training to ensure that their knowledge is current and well embedded. This includes training in relation to female genital mutilation. Staff discuss safeguarding routinely, including in team meetings and at regular supervision meetings. All staff are alert to possible indicators of when a child may need help. They have a secure understanding of who to contact if they need guidance or to raise a concern.

What does the setting need to do to improve?

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

- build on the good systems for staff supervision and support to develop their

skills further, to help enrich the practice and raise the teaching to an even higher level

- increase staff's expectations during their interactions with children so that children are consistently given more thinking time to offer their own ideas, thoughts or suggestions.

Setting details

Unique reference number	EY461527
Local authority	Windsor and Maidenhead
Inspection number	10108848
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	1 to 4
Total number of places	53
Number of children on roll	58
Name of registered person	Patchwork Nursery Limited
Registered person unique reference number	RP908916
Telephone number	01628 789842
Date of previous inspection	8 January 2014

Information about this early years setting

Patchwork Nursery originally registered in 1991 and re-registered in 2013 due to a change of ownership. It is owned by Patchwork Nursery Limited, which also has two other Montessori nurseries in the area. The nursery operates from purpose-built premises adjacent to Oldfield Primary School in the village of Bray, near Maidenhead, Berkshire. The nursery is open each weekday from 8am to 6pm, for 48 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 14 members of childcare staff. Of these, five staff hold qualifications at level 6, one is qualified to level 4, four are qualified to level 3 and two are qualified to level 2.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector had a walk with the manager through all areas of the premises used by the children.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke with children, staff and the leadership team, at appropriate times throughout the inspection.
- Parents shared their views through discussions with the inspector and through written feedback. The inspector took these views into account.
- A meeting was held between the inspector and the leadership team.

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 2019