

Inspection of Flying Start Montessori

Long Lane, Fowlmere, Royston, Cambridgeshire SG8 7SZ

Inspection date:

10 March 2020

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time in the nursery. They select toys and equipment that interest them and build on what they already know. Children solve problems together and consider other ways to complete tasks if their first attempt is not as successful as they thought it might be. Babies and very young children become absorbed in testing out the sounds made by musical instruments. This helps them develop their physical dexterity and listening skills. Older children recognise letters in their names. They move around the room finding other printed material to match the letters, returning to their coat pegs to check they have identified the same letter. This helps to support their developing skills in literacy. Children enjoy splashing in mud, helping to support their physical development.

From an early age, children carry out simple tasks to help promote their growing independence. They wash their own dishes after they have eaten their nutritious meals and enjoy wiping down the tables. Children take pride in their efforts, contributing to their growing self-esteem as they take on new responsibilities.

Children develop close bonds with staff, helping them feel safe in the nursery. When babies and very young children wake from their sleep, they cuddle up to staff until they feel ready to play and explore once more.

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

- Although a sufficient number of staff are employed on a daily basis, the provider does not always meet the statutory requirements for the number of suitably qualified staff to children.
- The manager has not yet embedded an effective system to monitor staff performance. Supervision lacks rigour to tackle staff underperformance, to help raise the standards of staff practice and to offer the very best education to the children.
- On some occasions, staff are preoccupied with routine tasks, such as sweeping the floor, and do not always take responsibility for their personal effectiveness. As a result, children spend short periods where they are unsettled or not engaged in meaningful activity.
- Despite the weaknesses in the organisation of staff, children are making good progress in their learning and development. Staff follow a strong ethos, providing a wide variety of resources that trigger children's curiosity and desire to experiment and explore.
- All the children spend time together. Babies and very young children benefit from watching and following the examples set by the older children, who in turn, accept their responsibility to become positive, well-behaved role models. Older children have designated areas where they can spend quieter times away from

their younger friends, giving them opportunities to focus on more structured activities without interruption. Meanwhile, very young children have spaces they can access safely where they can build on what they can already do and know at their own pace.

- The provider and the manager value feedback, advice and opportunities to share ideas with others to help evaluate the quality of care and education. As the number of children has slowly grown over the 10 months the nursery has been open, the manager and the provider aim to make continued improvements. For example, they are planning to adapt aspects such as the management of the existing key-person system, to support more children to the highest level effectively.
- Staff work closely with parents. When children first start in the nursery, bespoke settling-in sessions are arranged that suit the needs of the family. This helps to ensure that parents feel confident that their children feel secure and happy in the nursery before they are left for longer periods. The key person gathers information from parents that helps staff quickly get to know children's individual needs and routines and their interests and favourite activities. This helps staff provide consistent care right from the start.
- Children enjoy going out for short walks in the local area. The manager seeks parents' permission for such adventures and ensures that a suitable number of staff accompany the children. Children work out how to transport a large branch back to the nursery to use for an activity relating to their book of the month. This helps children take part in new and exciting experiences that contribute to expanding their knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows her clear recruitment procedures. She carries out checks to ensure staff are suitable to care for children, including staff who work on a temporary basis through an agency. Both the provider and manager take on lead roles to report any concerns that they or staff may have about children's well-being. Staff know the signs that may indicate a child has experienced or is at risk of abuse, and recognise their responsibility to help protect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

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| | Due date |
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| ensure staffing arrangements always provide children with suitably qualified staff to care for them and meet their learning needs | 04/05/2020 |
| make sure that staff supervision arrangements offer support, coaching and training effectively, and that any underperformance is swiftly identified and managed. | 04/05/2020 |

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

- encourage staff to take responsibility for their personal effectiveness to help respond to children's needs and actions in a timely manner.

Setting details

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| Unique reference number | 2529012 |
| Local authority | Cambridgeshire |
| Inspection number | 10148364 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 22 |
| Number of children on roll | 29 |
| Name of registered person | Flying Start Limited |
| Registered person unique reference number | RP557780 |
| Telephone number | 01763836996 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Flying Start Montessori registered in 2019. The nursery is open Monday to Friday from 8am until 6pm all year round. The nursery employs five members of childcare staff. Three members of staff hold relevant early years qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- This inspection was prioritised following a risk assessment.
- The inspector completed a learning walk with the provider in the garden and with the manager inside the nursery building.
- The manager and the inspector carried out a joint observation. They discussed the impact of the curriculum on children's progress.
- The inspector spoke to a number of parents and read cards and messages from parents. She took their views into consideration.
- The inspector observed activities inside the nursery and in the garden. She spoke to staff and children at suitable times throughout the inspection.
- The inspector viewed a variety of documents, including the checks for staff suitability, children's attendance registers and the hours and days staff have worked.

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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