

Inspection of Flying Start Montessori

Long Lane, Fowlmere, Royston, Cambridgeshire SG8 7SZ

Inspection date: 2 June 2021

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

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

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

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

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

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

What is it like to attend this early years setting?

The provision is good

Children are eager to learn, confident and articulate. When they arrive at the gate they take the hands of friends and walk in together. They chat to each other about activities they have enjoyed with their families. Staff have high expectations about what children can achieve. They check what children already know and then give them new knowledge. For example, as children harvest a radish from their vegetable patch, they are able to label the leaves, bulb and roots. Staff then show them the 'tap root' and explain its function to absorb food and water.

Children behave very well. They are able to manage their own behaviour and that of others. For example, they tell another child 'no bikes allowed in there'. Staff help children to very much foster a can-do approach. This helps encourage children to explore through trial and error, to solve problems and celebrate their achievements.

All ages of children are cared for together. This gives the nursery a real 'family' feel. Parents agree that their children benefit wholeheartedly from being able to mix with children their own age and also those younger and older than them. The older children act as very positive role models for the younger children.

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

- The indoor and outdoor environments have been carefully considered to provide a broad and varied curriculum for all children. Staff are clear about what they want children to learn and gain from the activities provided. Staff challenge children to think through ideas. For example, when a child requests to make some night-time vision goggles, a member of staff asks how she will make them, what she needs and how she will secure them around her head. However, staff do not always place a high enough value on giving children the time to finish activities to their own satisfaction, before they are required to move on to the next part of a routine.
- Staff know the children and families very well. These positive relationships help children to feel safe, secure and happy. This is evident when children arrive and separate readily from their parent or carer. Feedback from parents is overwhelmingly complimentary. They give great praise for the staff and the genuine love they have of what they do. Parents have appreciated the supportive contact that staff have maintained with their children during the COVID-19 (coronavirus) pandemic.
- Children's language development is well supported during interactions from staff and the activities they enjoy. The youngest children enjoy a musical activity and are beginning to join in familiar words as staff slow the songs down to support this. Older children demonstrate their ever-increasing vocabulary, for example,

as they explain the process of photosynthesis. Children love to read for pleasure and sit and 'read' stories aloud to themselves.

- Children have well-developed imaginations. They develop ideas with each other, such as 'Cheeky rascals are on their way', and run, chase and hide from one another. They construct model houses for toy animals from magnetic tiles. When the model breaks, they show resilience as they quietly and conscientiously re-build it, this time with a balcony.
- Overall, care practices are good. Children enjoy healthy, balanced and nutritious meals and snacks. These are carefully planned to consider all children's dietary needs and preferences. Mealtimes are very social occasions and used well to promote children's independence skills. For example, children pour their own drinks, and wash up their own crockery and cutlery after eating. Arrangements for enabling children to rest and sleep are appropriate. Staff work with parents to ensure that children are well rested according to their needs.
- The staff work very well together as a team. Staffing arrangements have improved since the last inspection. Less experienced staff welcome the opportunities to learn from those staff who are more experienced. The provider is very supportive of staff's continuous professional development. Recruitment and induction procedures are robust, including instances where agency staff are employed. Staff have regular supervisions to discuss and continually improve their practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a good knowledge of safeguarding and the procedures to follow if they have concerns about a child. They also have good knowledge about what to do if they have concerns about the behaviour of another member of staff. Staff have a secure knowledge of wider safeguarding issues, such as preventing children being drawn into radicalisation and/or terrorism. Staff undertake regular training to keep their safeguarding knowledge up to date. Staff meetings always include an aspect of safeguarding to ensure that staff have regular opportunities to discuss policies and potential scenarios.

What does the setting need to do to improve?

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

- find ways to raise the level of children's participation and engagement to even higher levels so that they are able to complete self-chosen activities to their own satisfaction, especially when there is an upcoming change to routine.

Setting details

Unique reference number	2529012
Local authority	Cambridgeshire
Inspection number	10149803
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	1 to 4
Total number of places	22
Number of children on roll	35
Name of registered person	Flying Start Limited
Registered person unique reference number	RP557780
Telephone number	01763836996
Date of previous inspection	10 March 2020

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 eight members of childcare staff, including the provider. Four members of staff hold relevant early years qualifications at level 2 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and a significant number provided the inspector with written feedback. The inspector took account of 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.

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 2021