

# Inspection of Discoveries Montessori Nursery School

Paddock Wood Primary School, Old Kent Road, Paddock Wood, Tonbridge, Kent  
TN12 6JE

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Inspection date: 6 July 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy the challenging and motivating activities that staff plan for them. For example, they are eager to make lava lamps and are excited when their volcanoes 'explode'. Children learn about the importance of healthy eating. They grow and eat their home-grown produce, such as leeks, strawberries and blackberries. Children have good opportunities to develop their imagination. They enjoy dressing up as their favourite characters and act out their favourite story about a tiger. Staff extend this well, they encourage children to experience what they may have missed during the COVID-19 (coronavirus) pandemic. They set up role-play opportunities for children on a large scale. For instance, they recently enjoyed a 'trip to the cinema' and the 'bowling alley'.

Children learn about nature. They enjoy watching their baby ladybirds grow into adult ladybirds and notice that their appearance changes. During a bug hunt, children gain good mathematical skills, to support their future learning. For instance, they measure the length of the worms and woodlice that they find. Children develop good communication skills and staff support this well. Children are excited to learn new words and get to know their meaning. For example, during a story they learn about what a soufflé is and describe the centre as 'oozing'.

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

- The manager closely monitors the good quality of education and care that staff provide. She observes staff teaching children daily and provides helpful feedback to support their future practice. For example, she shares ideas of how to extend activities even further. This helps staff challenge children and keep them engaged in their learning experiences. Staff make good use of regular training. They have recently learned about the different ways to support children's communication. For example, they use simple signing to communicate with children.
- Overall, parents are happy with the staff and level of care they provide. Staff speak to parents as they arrive to collect their children. They discuss each child's day, and the activities they have enjoyed. However, staff do not consistently make sure that all parents have up-to-date information about the progress their children are making to help support learning at home.
- Staff know each child and their individual personalities exceptionally well. They establish an extremely secure and trusting relationship with children. As a result, children are extremely happy, confident and independent. Children are incredibly resilient and their attitude towards learning is outstanding. For example, when completing tasks they tell their friends, 'If this does not work, I will try again until it does not fail'. Children's behaviour is impeccable and they are incredibly polite, kind and caring. For instance, they like to make sure that their friends are

happy.

- Children have some opportunities to paint, such as when they use natural objects, including lavender and rosemary to make marks. However, the art work that staff choose to celebrate in displays shows a high level of adult direction. This does not support children to develop confidence in exploring and expressing their own creative ideas further.
- Staff support children to develop good physical skills. Children climb and balance on a range of challenging equipment, such as stepping stones and climbing frames. Children develop good hand-to-eye coordination, as they enjoy cutting activities and move objects with tongs with confidence.
- All children, including those who have special educational needs and/or disabilities are well supported by staff to make good progress. Staff attend beneficial training, such as Autism awareness, to help them gain a better understanding of how to support all children effectively.
- All staff help children to understand and respect other people's differences from around the world. This includes customs of other countries and the languages spoken there. Children look at print of other languages, such as books in Chinese and Vietnamese. Children learn about Russia, such as when they learn to bake a traditional Russian chocolate cake.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding and child protection. They know how to follow up any potential concerns and know who to contact to seek advice. Staff ensure that they keep their knowledge up to date and complete regular safeguarding training. Staff complete thorough risk assessments to help keep children safe. This includes practice to minimise the risk of COVID-19. For example, there is thorough cleaning of all resources. Children enjoy activities that help them to think about how to keep themselves and others safe. For instance, they learn how to use the tyre swing in the garden safely.

## What does the setting need to do to improve?

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

- help staff build on the already good partnerships with parents and provide them with more regular information about their children's progress to keep them fully involved and informed
- support staff to recognise how to encourage children to freely express themselves during creative activities.

## Setting details

<b>Unique reference number</b>	EY561594
<b>Local authority</b>	Kent
<b>Inspection number</b>	10194148
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Fisher, Sandra Elizabeth
<b>Registered person unique reference number</b>	RP512460
<b>Telephone number</b>	07971 289867
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Discoveries Montessori Nursery School registered in 2018. It is located in Paddock wood, Tonbridge in Kent. The setting is open Monday to Friday from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs seven members of staff, six of whom hold relevant early years qualification at level 3 and above. This includes two members of staff who hold a level 6 qualification and two members of staff who hold qualified teacher status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the managers. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection the inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The inspector carried out a joint observation with the manager on a bug hunting activity.

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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