

Inspection of The Children's House Montessori Nursery

Rushcombe First School, Hanham Road, Wimborne, DORSET BH21 3PX

Inspection date: 22 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and soon settle at the nursery. Staff plan the environment well so that children are eager to explore and start learning. Children work together well to complete a task, solving problems and extending their ideas. For example, they use bamboo pipes to transport water. They try just one pipe against the climbing frame and use words such as 'steep' as they construct. The children find their own equipment, and older children make suggestions to the younger ones, so they learn from each other. Children then add additional pipes, extending their ideas and the construction. They work out how to join the pipes so that the water flows. Staff provide good support, so the less confident children soon believe in their own ability and are proud of their achievements. Staff use everyday routines to support children's mathematical development. For example, they put out too many chairs or too few napkins at snack time and ask children if they have enough and how many they need to add or remove.

Parents no longer bring their children into the nursery, as they did before the COVID-19 pandemic. However, parents confirm that their children settle quicker and that staff speak to them daily to provide consistent care for their children. Parents comment that they have noticed a positive difference in their children's speaking skills and in their confidence since attending the nursery.

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

- Staff have a good understanding of what the children can do and what they need to learn next. They plan the environment well and follow children's lead, extending their thinking and language skills. For example, as children notice water falling to the ground, staff explain about gravity. Staff provide successful support to help develop children's language and communication skills. For example, they encourage children to recall familiar stories, and children develop their own ideas, such as suggesting swimming or using stepping stones to cross the river. Staff pause so that children join in with the words. They narrate children's play and repeat young children's attempts at words back to them so that they hear the correct pronunciation.
- Children are active learners and demonstrate good control using equipment. They use the climbing frame confidently and can suck up water in a syringe. Staff join in with child-led activities, providing good role models for learning. For example, they listen intently and ask good open-ended questions as children make up stories or games. However, on occasions, although other children join in, staff do not ensure that all children get to ask what they want to know or are challenged sufficiently.
- Staff consistently support children in understanding their emotions. Children are beginning to self-regulate their behaviour, and staff use timers and visual aids to

support them. Children enjoy their learning and concentrate in group activities. They listen to staff's instructions and help to take care of the environment. Children are becoming increasingly independent throughout their daily routines. For example, they butter bread and pour drinks. Older children manage their personal needs and proudly demonstrate how they can put on their coat.

- Staff provide effective support to help children become good citizens. For example, children learn to share and they vote on activities or which book to read, willingly waiting their turn. Children are developing a positive awareness of other people's differences and celebrate each other's achievements. Staff make good use of books, routines and games to help children understand about healthy practices. They regularly remind children to rehydrate.
- Parents are very positive about the provision. Staff seek their feedback and parents are able to have face-to-face parents' evenings again. Parents confirm that staff share good information with them so they can provide consistent care. However, although parents know what their children's next steps are, they are not always certain how to support their children's learning at home.
- The manager is new to leadership and is being supported effectively by the owner and her deputy. She provides staff with regular support and opportunities to discuss good practice. Through self-evaluation, she is currently focusing on improving outdoor activities to provide more appropriate risk to challenge children's learning further. The special educational needs coordinator has a strong knowledge of her role and works well with outside agencies. She understands how to support individual children successfully to help ensure they make good progress in an inclusive provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a good understanding of what to do if they have concerns that a child may be at risk of harm. There are good recruitment procedures to help ensure only suitable staff work with the children. Through effective support from staff, children know the emergency evacuation procedures, where to find the fire exits and which service to ask for after calling 999. Children take an active roll in carrying out a risk assessment of the garden before they go out to play, learning to recognise hazards and what to do about them.

What does the setting need to do to improve?

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

- focus staff training on supporting the less confident children to ask what they want to know and on challenging older children more
- provide parents with more specific information on how to support their children's learning at home.

Setting details

Unique reference number	EY479463
Local authority	Dorset
Inspection number	10126039
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	2 to 4
Total number of places	40
Number of children on roll	51
Name of registered person	The Childrens House Nurseries Limited
Registered person unique reference number	RP533808
Telephone number	01202690800
Date of previous inspection	28 July 2016

Information about this early years setting

The Children's House Montessori Nursery is one of two privately owned nurseries and registered in 2014. It operates from dedicated premises in the grounds of Rushcombe First School, Corfe Mullen, Dorset. The nursery is open from 8.30am to 6pm all year round, with the exception of two weeks at Christmas and two weeks during the summer school holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are six staff working with the children Of these, five hold an appropriate early years qualification at level three and one holds an appropriate early years qualification at level 2. The nursery follows the Montessori ethos.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk around the nursery and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided, indoors and outdoors. She assessed the impact that this was having on children's development.
- The manager and the inspector carried out a joint observation of a planned activity indoors.
- The inspector spoke with several parents and children and took account of their views.
- The inspector held a leadership meeting with the manager and owner, and sampled documentation. The inspector spoke with staff at convenient times and assessed their safeguarding knowledge.

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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