

Inspection of Glendon Farm Montessori And Forest School

The Haybarn, Glendon Lodge Farm, Glendon, Kettering, Northamptonshire NN14 1QF

Inspection date: 15 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children spend a large proportion of their time learning outside in the nursery's forest school area. They are warmly greeted by the friendly staff on arrival. Children confidently say 'goodbye' to their parents. They take a moment to scan the environment before deciding which resources and equipment they wish to explore first. Children quickly become engaged in their chosen play and show a positive attitude to learning.

Staff provide children with numerous opportunities to develop their physical skills and teach them how to do this safely. Children demonstrate good hand-to-eye coordination as they handle tools. With great care and concentration children use hammers to bang nails into wood. Children hold out their arms to help them balance as they walk across planks of wood. They successfully negotiate space as they step from one tree stump to the next. Children repeat what they are doing, determined to fine tune their skills.

Children behave well. They build strong friendships and play cooperatively with each other. Staff are kind and caring. Children respond positively to the praise and encouragement that they offer. Children are well supported by staff to feel comfortable and secure in the environment. Younger children quickly gain the confidence they need to move away from their key person and explore the activities provided.

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

- The well-qualified managers have a good understanding of what they want children to learn. With staff, they regularly assess what children know and can do. They use this information well to provide a curriculum that supports children to continue to build on their knowledge and skills. Children's interests and ideas feature highly as staff take these into account when planning learning experiences.
- Staff's interactions with children overall are positive. They explain the knowledge and skills they want children to acquire during activities. However, sometimes staff lose sight of what it is they intended for children to learn. They are not always effective in ensuring that all children participate fully in activities. This results in some children not being as challenged or as involved in their learning as others.
- Staff pay high regard to children's individual needs and well-being. Prior to children starting at the nursery, staff visit the children's homes. This is used as an opportunity for staff to meet them and their families in a familiar environment. Staff gather key information from parents including details about children's experiences at home. Staff gain a good awareness of children's unique

qualities and implement effective procedures to ensure that all children receive the support they need.

- Children learn to do things for themselves and show a sense of responsibility. They know they must wash their hands before eating and after using the toilet. Children join others in the queue for a snack, patiently waiting for their turn. They choose what they would like to eat from the healthy snack options. Children pour their own drinks and peel pieces of fruit to eat. They spontaneously tidy away their own plates after eating. Children remember to place any waste in different bins explaining they are 'going to recycle'.
- Children play in a happy and harmonious environment. Staff are positive role models. They respond calmly to any unwanted behaviour and help children to understand what is expected. Staff help children to understand the impact of their actions on others. Children learn to take turns when using equipment and resources and work together to complete tasks.
- Staff provide children with easy access to a broad range of natural objects and man-made resources. Children use these to build on their ideas and learning. They competently use paint brushes and sticks to make marks on paper and in soil. With staff, they use chalks to create a 'road' for toy cars on a plank of wood. Young children play with baby dolls, helping themselves to a bowl and water so that they can give them a bath.
- Staff sit alongside children as they play, engaging them in timely conversations. Staff ask questions and introduce new vocabulary, such as 'pinch' and 'windowsill'. They listen carefully to what children say. Staff repeat and model the correct pronunciation of words to support children's communication and language skills further. Children gain the confidence and skills they need to articulate their thoughts and ideas.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. Frequent discussions and completion of relevant training ensures that they all have an up to date knowledge of safeguarding and child protection procedures. Staff are aware of the signs and indicators of when a child may be at risk of harm. They are confident in how to report any concerns. Managers ensure that all required suitability checks are completed to ensure that all those working with children are suitable to do so. Effective risk assessments of the indoor environment, outside and activities offered help staff to identify hazards that pose a risk to children. Staff work well together and deploy themselves effectively to ensure that children are supervised and safe.

What does the setting need to do to improve?

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

- help staff to continue to build on their skills to make sure that all children are involved and consistently challenged in their learning.

Setting details

Unique reference number	2559340
Local authority	North Northamptonshire
Inspection number	10214336
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	51
Number of children on roll	48
Name of registered person	Glendon Farm Montessori And Forest School Limited
Registered person unique reference number	2559339
Telephone number	01536 519777
Date of previous inspection	Not applicable

Information about this early years setting

Glendon Farm Montessori registered in 2017. It is located in Glendon, Northamptonshire. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The nursery opens all year round except bank holidays and family holidays. Sessions are from 8.30am until 4.30pm on Monday to Thursday, and 8.30am until 12.45pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Muddimer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The managers and inspector completed a learning walk together so the inspector could find out about the manager's intent for the nursery curriculum.
- The inspector held a meeting with the nursery managers. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and 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.

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