

Inspection of Colourbox @ St. Christopher's

St Christopher's Church Of England Primary School, Library Room, Bellflower Crescent, Red Lodge, Bury St Edmunds, Suffolk IP28 8QX

Inspection date: 30 March 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional setting. Managers' and staff's meticulous planning and preparation ensure that the children benefit from a broad and stimulating range of activities that promote curiosity and a desire to learn new skills. Children learn about the meaning of new words, such as 'archaeologists', as they dig in the sand to find fossils. They delight as they find an ammonite and discuss its similarities to a centipede. Staff deepen children's knowledge as they describe to them how fossils are formed, explaining that they are now 'preserved'. Children use their imagination exceptionally well as they creep around in the small forest area pretending to hide from dinosaurs in the trees. They tell staff that they are 'carnivores', as they eat meat, showing that they have remembered and understood the meaning of new vocabulary introduced earlier.

Children behave exceptionally well as they know what is expected of them. They know to tidy activities away before choosing to play with something else. Children build close friendships and play extremely well together. They eagerly share resources with other children as they play. For example, children share magnetic shapes, passing different panels to each other to make a building structure. They listen to their friend's ideas and adapt their models together.

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

- Members of the highly qualified and experienced management team work directly with the staff. They provide staff with an in-depth understanding of the Montessori method of teaching, through meticulous training and coaching. As a result, the quality of teaching across the setting is exemplary. All children, including those with special educational needs and/or disabilities, are supported exceptionally well to ensure they make the best possible progress.
- Staff plan an excellent curriculum, focusing on what they want children to achieve before they move on to school. They have an exceptional understanding of how to sequence children's learning and development so that they can achieve these goals. Staff help children to safely use knives to cut up fruit for their snack. When children tell them that the pear is hard, staff explain that some fruit is 'firm' and name other fruits that are softer and easier to cut. Children independently wash their cups and plates once they have finished.
- Staff skilfully encourage children to lead their own play and make independent choices. For example, when children use some crates to create a table, they tell staff they wish to have their lunch outside in the garden. Staff facilitate this and help them to set the table. Children self-serve their meal and enjoy their meal 'al fresco', talking to their friends as they eat.
- Staff use every opportunity to stimulate children's learning through high-quality interactions that build on what children already know and can do. For example,

children explore 3D shapes, such as a cone, and they note that there is a circle at the bottom. They confidently express their thoughts and ideas as they compare the shape to an ice-cream cone. Staff later test children's newly learned knowledge, asking them if they can remember what the shapes are called.

- Children are starting to learn that reading helps them to gain knowledge as well as giving them pleasure. For example, children take books to staff to learn facts about sharks and dinosaurs. They make links to films that they have seen. Children have access to a wide variety of books and audio books in different languages. Staff skilfully immerse children in a story as they change their voices for the characters. Children giggle as they point to the different pages. This superbly supports them to develop a love of books and essential listening skills, which will help them when they move on to school.
- Parents speak highly about the setting. They know what their children are learning and appreciate the support they receive to help further their children's learning at home. Throughout the COVID-19 pandemic, they were impressed with the support the setting gave them. Parents speak of the excellent progress their children have made and how well prepared they are for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers and the staff team understand their role and responsibility in safeguarding children. Managers have effective recruitment processes in place to help ensure that those working with children are suitable to do so. Managers use their knowledge to train staff in the signs and indicators that children may be at risk from harm or abuse, including wider safeguarding issues such as witchcraft and female genital mutilation. All staff complete comprehensive safeguarding training. They know where to report any concerns they may have about a child in their care or if they have concerns about the conduct of colleagues. This promotes children's safety and welfare.

Setting details

Unique reference number	2519748
Local authority	Suffolk
Inspection number	10194595
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	12
Number of children on roll	19
Name of registered person	Colourbox Montessori School Ltd
Registered person unique reference number	RP903381
Telephone number	07949081833
Date of previous inspection	Not applicable

Information about this early years setting

Colourbox @ St. Christopher's registered in 2019 and is situated in Red Lodge, Suffolk. It is one of six settings run by the same management team. It follows the Montessori approach to education. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two with early years teacher status or qualified teacher status. The setting opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The setting provides funded early education for three- and four-year old children.

Information about this inspection

Inspector
Shelly McDougall

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several 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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