

Inspection of College Fields Montessori Nursery

College Fields, MARLBOROUGH, Wiltshire SN8 1UA

Inspection date: 14 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted at the nursery door by kind and smiling staff who help them to settle quickly. Children are independent as they place their lunch box on the trolley and eagerly find their own coat peg. This provides them with a sense of belonging. Younger children are motivated learners who enjoy playing in the safe and stimulating environment. Older children are confident and curious individuals. They invite visitors to join them in their play. They ask staff questions about nature as they thoroughly enjoy exploring outdoors. Children learn to be careful as they handle spiders and beetles.

Children enjoy spending time with familiar adults, who provide them with comfort to help them feel safe. Children are eager to explore and they play together with construction toys cooperatively, demonstrating good concentration skills. For example, children work together to build houses out of bricks for the toy animals. They take care designing their creation. They have formed good friendships. Children enjoy using their imagination as they make an ice-cream shop in the role-play area. They communicate well and talk about different flavours of ice cream. They can recall previous learning, for example, they know that Italian ice cream is called 'gelato'. Children develop the skills needed for future learning.

Staff use children's interests and starting points to plan activities. They observe and assess children accurately to identify what they need to learn next and use this information to help children progress. Swift action is taken to address gaps in children's learning. Consequently, all children make good progress.

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

- Staff create a sequenced curriculum that incorporates children's evolving interests. They know the children they care for well. Staff use their knowledge of child development to offer a wide range of interesting learning opportunities that help children to make good progress.
- Children take part in both child-led and adult-led play. However, the organisation of group activities is not fully effective in enabling children to play a full and active part in all learning experiences provided.
- Children have a good understanding of the world. Staff plant and grow herbs and vegetables with them in the garden. They teach children how to take care of plants by watering them regularly.
- Staff support children's mathematical development effectively. For instance, they encourage children to count objects as they play and point out different sizes and shapes in the environment. Staff teach children to order and sequence sizes using various puzzles and blocks. Children count securely and have a good understanding of shape and size.

- Staff work well with parents. They talk to parents each day to keep them up to date about their children's progress. Staff provide good ways for parents to support children's learning. For instance, staff give them home-activity bags containing resources to use at home.
- Children benefit from effective settling-in processes. Staff know their key children well. They confidently talk about children's individual characteristics, including their abilities, likes and dislikes. Staff give children's safety the highest priority. They are extremely vigilant and help children to understand about possible dangers as they play.
- Staff plan the environment so that children can freely access activities of their choice, such as paint, puzzles, construction and role play. Consequently, children are motivated learners who are confident in expressing their wishes. Children make good progress in their learning. They experience quality interactions and a wide range of learning opportunities.
- Generally, children behave well. However, staff do not consistently set clear boundaries for behaviour management. Consequently, on occasion, children do not always show respect for each other or resources as staff give out mixed messages.
- The manager is knowledgeable. They have a clear vision of how they want to develop the nursery further. Staff are provided with ongoing training opportunities to help them to develop their practice, which impacts on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk from harm. They attend regular safeguarding training to ensure their knowledge is current. Robust recruitment procedures ensure appropriate checks are completed to determine employees' suitability. Staff are deployed well to safely supervise children and enable them to play in a safe and secure environment. Staff teach the children to manage risk for themselves to help keep themselves safe. For example, children know how to safely handle scissors.

What does the setting need to do to improve?

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

- further develop the organisation of group activities for children, so they can consistently play a full and active part in all learning experiences provided
- teach staff to manage behaviour consistently to support children's personal, social and emotional development.

Setting details

Unique reference number	146048
Local authority	Wiltshire
Inspection number	10234238
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	18
Number of children on roll	22
Name of registered person	Barnes, Elizabeth
Registered person unique reference number	RP513377
Telephone number	01672 515486
Date of previous inspection	14 September 2016

Information about this early years setting

College Fields Montessori Nursery is a privately owned setting that registered in 2001. The nursery operates from a single-storey building, located near the leisure centre in Marlborough, Wiltshire. The nursery opens five days a week, during term time. Session times are from 9am to 3.30pm. The nursery receives funding to provide free early years education for children aged two, three and four years old. There are four members of staff, including the owner. Of these, two members of staff hold early years professional status and one has a level 5 qualification. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector
Tracey Cook

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 inspector observed the manager and staff interacting with the children, both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a learning walk across all areas of the building and gardens to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess teaching standards and the impact this has on the children's development.

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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