

Inspection of The Village Montessori Nursery

Theydon Bois Village Hall, Coppice Row, Theydon Bois, Essex CM16 7ER

Inspection date: 6 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children happily arrive at the nursery and are ready to learn and play. Staff greet them warmly. Children form secure attachments with staff and learn to engage socially with their peers. They settle well and learn to explore the environment with confidence. Children acquire good communication and language skills. They confidently engage visitors in conversation. Children excitedly talk about the pictures of rainbows they have drawn. They are proud of their achievements and are eager to show staff.

Children develop high levels of independence and life skills. They help staff to set the tables. Children wash their hands, help to prepare snack and tidy up after themselves. They enjoy using the broom to sweep the floor. Children are well behaved. They learn the nursery rules and know what is expected of them. Children explore a range of activities that promote their fine-motor skills, such as manipulating play dough, using scissors and picking up small objects with tweezers. This helps to prepare children for early writing.

Children develop a love of books. They happily sit and share a story. Children snuggle together and turn the pages of the book. They are prepared for the next stage in their learning, including the move to school. Children enjoy dressing up in school uniform and reading books about what school might be like. They experience a range of different cultures and ways of life. Children excitedly learn about the cultural dress of different countries and copy traditional dance moves. They learn new languages and learn to respect and appreciate similarities and differences.

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

- The provider, who is also the manager, leads a passionate team of staff who care about the children and families attending and want the best for them. Staff know the children well. They get to know them through in-depth observations of what they know and can do. Staff plan activities to build on children's learning. As a result, all children make good progress.
- Partnerships with parents are strong. Parents comment on the in-depth communication they receive about their children's care and learning. Parents are familiar with the nursery curriculum. This helps them to provide consistency in their children's learning at home.
- The support in place for children with special educational needs and/or disabilities is effective. Staff identify where there are emerging gaps in learning and advocate for the children to get the support they need. They liaise with outside professionals and other settings to provide a consistent approach to children's progress.

- The chef and staff have a thorough understanding of children's dietary requirements and allergies. They follow strict procedures, and children's needs are reviewed regularly with parents to make sure that they are kept safe. Medication is close by, and staff are trained in how to respond to children's symptoms. Staff help all children to understand allergies and the importance of only eating food that is prepared for them. For example, children and staff act out managing allergies in the role-play area with pretend food.
- Staff promote a healthy lifestyle. They provide children with a healthy, balanced diet. Children learn about what foods are good for them and what to eat in moderation. They have daily exercise and fresh air, including activities such as yoga, indoors and in the garden. Children enjoy using a range of equipment to support their physical skills, including climbing frames, slides, balancing beams, tunnels and tyres.
- The manager and staff do not fully consider how the set routines of the day, such as registration time and snack time, interrupt children's play. This sometimes prevents children from becoming totally absorbed in their play so that they can build on their ideas and concentration skills further.
- Staff have regular supervision meetings with the provider to discuss their progress and training needs. However, the programme of professional development is not targeted enough to raise staff's teaching practice to higher levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of child protection procedures. They can identify the signs and symptoms of abuse and take action to keep children safe. Staff can recognise inappropriate behaviour from another member of staff and know what steps to take to report their concerns. The provider has robust recruitment procedures in place. She ensures that all staff are suitable to work with children. The provider ensures that the premises are kept secure, and all staff are clear of safety procedures to follow. For example, staff make sure that any visitors cannot access the premises without their knowledge. Staff help children to understand how to keep themselves safe. For example, they teach them how to walk safely with scissors.

What does the setting need to do to improve?

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

- review the organisation of daily routines so that children have more opportunities to build on their own learning and interests
- build on the programme for staff's professional development so that it is more targeted at raising the quality of teaching to higher levels.

Setting details

Unique reference number	402282
Local authority	Essex
Inspection number	10127384
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	2 to 4
Total number of places	30
Number of children on roll	31
Name of registered person	Palmer, Deborah
Registered person unique reference number	RP513458
Telephone number	07930313075
Date of previous inspection	9 December 2015

Information about this early years setting

The Village Montessori Nursery registered in 1999. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one who has early years professional status. The nursery is open from Monday to Friday, during term time. Sessions are from 9.15am until 1.15pm. The nursery provides funded early education for three- and four-year-old children and follows the Montessori educational philosophy.

Information about this inspection

Inspector

Daniella Adams

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The provider, who is also 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 on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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