

# Inspection of Queens Park Montessori

155 Richmond Park Road, Bournemouth, Dorset BH8 8UA

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Inspection date: 10 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily and warm, caring staff greet them. Older children confidently hang up their own coats and quickly engage in the play and activities available to them. Children know the routines of the nursery which helps them feel secure. For example, babies make their way to the table, when staff say it is time for lunch. The nursery follows a Montessori ethos, and the environment is nurturing and calm. Children build strong bonds with staff and show that they feel safe and settled.

Children behave well. They play cooperatively and take turns. For example, older children ask their peers for a turn with the tools and wait patiently until they are available. Children respect their environment. They say, 'we need to tidy up', before moving from one activity to another and do this independently.

Children are active, motivated learners. Babies confidently explore. They select books and take them to staff to read to them. Older children say 'yay, numbers again!' with excitement, as staff start a group activity. Children use language well and engage in meaningful conversations with each other and staff. Staff develop children's vocabulary as they make ramps in the garden. They say the ramps are 'steep' and that children need to 'stabilise' them, and children repeat the words.

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

- The curriculum is well planned and implemented to ensure children make good progress against their starting points. Staff reflect on their planning every week to ensure they provide ongoing good quality opportunities for children.
- Staff encourage children to solve problems and persevere when they do not succeed at first. For example, they suggest children consider the 'height' of the blocks and put the 'tallest' at the bottom, when they are unable to make a tower. Children copy this to achieve their goal.
- Older children test out their ideas to help build their critical thinking skills. They experiment by moving wires around to create a circuit. Children discover how to make the light, motor and buzzer work and show their peers.
- Staff working with younger children narrate children's play to help give their actions meaning. They encourage children to join in with songs to develop their language skills.
- The special educational needs and/or disabilities coordinator is proactive in training staff to identify and support children who need additional help with their learning. She works with parents and external agencies to ensure children with special educational needs and/or disabilities make the best possible progress.
- Children learn early mathematics skills to help prepare them for school. Staff working with babies count, as children climb the stairs to the slide. Older

children can recognise some numbers on dice without counting the dots during a board game.

- Settling-in sessions and transitions from one room to another are well managed, to support children's emotional development. Staff are kind and patient with children new to the nursery or room and gently support them to join in with the new routines.
- Effective monitoring systems are in place to ensure staff get the training and support they need to fulfil their roles and responsibilities. Staff report high levels of well-being and feel well supported by the manager.
- Staff use visual cards to help children who speak English as an additional language to understand what is happening next. However, there are few opportunities for children to develop and use their home language in their play, to support their language development and sense of belonging.
- Parents say they are well informed about their children's progress. They report that their children are happy and that they like the 'homely' feel of the nursery.
- Children enjoy fresh air and exercise and develop their large motor skills outside. They ably run, climb and kick balls. Babies pick up pasta with their fingers and put it into bowls which helps build their small motor skills. Older children make marks with paints and pencils to build their muscles for early writing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs and symptoms that might indicate that a child is at risk of abuse. They know how to report concerns about children's welfare and potential allegations being made about a member of staff. The designated safeguarding lead works effectively with external agencies to protect children's welfare. The nursery is safe and secure. Risk assessment procedures are robust.

## What does the setting need to do to improve?

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

- provide more opportunities for children whose first language is not English, to practise and value their home language in their play to develop their communication skills and sense of belonging.

## Setting details

<b>Unique reference number</b>	EY242933
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10234683
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Toms, Alison Catherine
<b>Registered person unique reference number</b>	RP906340
<b>Telephone number</b>	01202 523 293
<b>Date of previous inspection</b>	25 January 2017

## Information about this early years setting

Queens Park Montessori Day Nursery registered in 2002. It is located in Bournemouth, Dorset. The nursery follows the Montessori method of teaching. It opens Monday to Friday from 8am until 5.45pm, all year round. A team of nine staff work directly with children, including the owner/manager. The owner has early years professional status. There are five staff with early years qualifications at level 3, two staff who have early years qualifications at level 2 and one who is unqualified. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Lisa Large

## 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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