

Inspection of Tideford Montessori Nursery

Tideford Methodist Chapel, Bridge Road, Tideford, Saltash PL12 5HH

Inspection date:

7 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The curriculum is not effectively sequenced for all children. Staff do not know or identify next steps of development for the youngest children. This means that they cannot build on what they can already do. The manager does not carry out effective supervision and coaching of staff to improve the quality of teaching, particularly for the youngest children. This means that not all children are making expected progress.

Children arrive happy and organise themselves for the day ahead. They hang up their coats, put on their slippers and self-register on the board. Children get cosy in the book area and read stories with their friends under the fairy lights. Staff welcome children in with big smiles. Children feel at home and benefit from warm and positive relationships with all staff.

Children learn good independence skills in the setting. Staff support toddlers and older children to access the environment freely and undertake jobs for themselves. Children help to cut up their fruit for snack and pour their own milk. They wash and dry their dishes after snack, then lay their clean plates back down for their friends. Children are kind to one another. Staff praise children for demonstrating good independence skills. Children are proud of their efforts.

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

- Leaders do not ensure that there is a strong curriculum in place that all staff understand. Staff do not identify individual next steps of development for babies. This means staff do not know what stage each child is at, and they do not make good progress in their learning and development.
- Staff remind older children of the rules of 'the circle' before story time, such as 'using their manners', 'good sharing' and 'making room for everyone'. Children love to hear the story 'Rumble in the Jungle'. They each take an animal teddy to hold from the story sack and make the animals stomp around. This supports older children's listening skills and love of books.
- Leaders do not monitor the teaching of children. Staff do not challenge the youngest children. For example, babies enjoy climbing on soft play and exploring small pumpkins outdoors. However, staff do not use effective teaching methods to extend children's curiosity or physical skills.
- The youngest children do not consistently receive good levels of communication and language from staff. Staff do not regularly engage in conversation or sing songs with babies. This prevents babies from strengthening their emerging vocabulary and hearing new words.
- Children enjoy solving problems together. They lay the lunch table and notice there is one space short. Children discuss what they will do to fix it and go to

find another chair. This promotes children's self-esteem and gives them confidence in their decision-making skills.

- Children with special educational needs and/or disabilities are effectively supported. Staff liaise closely with parents and other professionals to work towards developmental targets. All children are fully included and cared for by attentive staff.
- Children have daily fresh air. They build on their upper and lower body strength in the garden. They run or roll down the gentle slopes, then help to pull each other up again. Children show resilience when they fall and get back up to carry on.
- Staff differentiate learning for older children effectively. They ask children that can, to write their name on their work. They ask others to trace their name and offer individual support to those who are not ready. This successfully lays the foundations for early writing skills.
- Older children have an opportunity to count during the day. Children make pretend mud cakes and tell staff they cost 'six pennies'. Staff extend children's knowledge on numbers and ask 'What comes next?'. This supports children who are developing their counting skills and challenges children who are ready to move on to larger numbers.
- Children enjoy broadening their understanding of culture and festivals. They share information on different family traditions and bring in photographs of holidays. Children look at where their friends have visited on the world map. They talk about the similarity and difference of people and places. This helps children learn about what makes them unique.
- Parents value the positive relationships that they and their children have with staff. Parents are happy they can now enter the setting following the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff monitor sleeping children frequently throughout the day to ensure that they are safe and secure. Children learn how to safely carry glasses and china plates to the table. They know to carry one at a time and this reduces risk. Children develop an understanding of basic first aid. When a child needs a cold compress, other children volunteer to get the ice pack. Staff talk to the children about how this will help the minor injury. Staff know the signs and symptoms of abuse and neglect. They know how to escalate concerns to outside agencies. This helps maintain children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the planning of the curriculum consistently builds on what the youngest children know and can do, to enable all children to make good progress in their learning and development	07/03/2023
develop effective supervision and coaching of staff practice to improve the quality of teaching, particularly for the youngest children, to help them make good progress.	07/03/2023

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

- support staff to improve communication with younger children, so that children are exposed to rich and varied language.

Setting details

Unique reference number	2612231
Local authority	Cornwall
Inspection number	10262650
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	44
Name of registered person	LT Learning LTD
Registered person unique reference number	2612230
Telephone number	01752 852111
Date of previous inspection	Not applicable

Information about this early years setting

Tideford Montessori Nursery registered in 2005 and re-registered in 2021. It is located in Tideford, Cornwall. The nursery is open from Monday to Thursday, 8am to 5.30pm, and from 8am to 5pm on Friday, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine members of staff, one of whom has a relevant childcare qualification at level 6. Six other members of staff hold childcare qualifications between level 2 and level 4. The nursery follows the Montessori ethos of teaching.

Information about this inspection

Inspector

Jemma Honey

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 their 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 observed the interactions between staff and the children and carried out a joint observation of an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- 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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