

Inspection of The Village Montessori at Wrekenton

Wrekenton Family Centre, 107 Lanchester Avenue, Gateshead, Tyne and Wear NE9
7AN

Inspection date: 29 March 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm and friendly home-from-home environment. The small team works closely together and staff communicate well with each other to meet children's needs. Children form good relationships with all staff, which helps them to feel safe and secure. Children display keen interest in their play and learn to make decisions about what they want to do.

Children show curiosity as they explore materials such as sand and water. They develop mathematical skills as they fill and empty containers and count how many scoops they need to fill a bucket. Older children discover that when their hands are wet, they can make handprints on the fence. Toddlers learn early writing skills. For example, they grasp chalks and make marks on the ground outside. They are keen learners and enjoy mixing sand using different tools and chasing after bubbles.

Children become confident communicators and are eager to express and share their views. Staff encourage children to know and use specific vocabulary. For example, when staff teach children about nature, they encourage children to observe caterpillars and to use key vocabulary, such as 'cocoon'. Children develop strong social skills and play together well. They independently look at books and listen attentively to stories. Children count as they play, join in number rhymes and discuss height as they build a tower with bricks.

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

- The manager, who is also the provider, has made significant improvements since the last inspection. She and the staff team have completed paediatric first-aid training. They have strengthened the arrangements to follow up on children's unexpected absences. Staff confidently and precisely use children's assessment information to plan activities and build on what children know. The quality of activities and teaching is greatly improved, and children make good progress.
- Staff place a strong emphasis on developing children's speech and language skills, including children who speak English as an additional language. Staff skilfully reinforce new words and concepts during their interactions and the routine includes plenty of opportunities for children to talk, listen, sing and enjoy stories.
- Children with special educational needs and/or disabilities are well supported. For example, staff use picture cue cards to support children's communication. As a result, children who are not yet using words can make choices about what they want to do. Staff work closely with parents and external agencies to plan the individual support that each child needs.
- Staff are good role models. They are calm and attentive and show genuine care for children's needs. This supports children's emotional well-being and self-

esteem. Children are confident and happy and enjoy playing with their friends. They learn to be kind, share and take turns. Staff offer lots of reassurance and praise and are consistent in their approach to behaviour management. They skilfully teach children to respect each other, and children enjoy learning about people and communities different to their own experiences.

- Children's health needs are promoted well. They benefit from plenty of opportunities to be physically active and build their physical strength. They know to wash their hands before eating. However, staff have not worked with parents to help identify those who need a dentist.
- The enthusiastic staff speak positively about the manager and the support they receive. The manager plays an active role in the nursery. She conducts regular staff supervision meetings and makes observations of teaching practice. She places a sharp focus on improving staff's knowledge of the areas of learning and how they can enhance their teaching even further. For example, recent training has helped staff to focus more on developing children's mathematical skills.
- The manager ensures that staff maintain constant communication with parents and share ideas to extend children's learning at home, such as lending out story sacks. Parents speak highly of the nursery. For example, parents feel staff are friendly and easy to approach. They feel their children are making good progress and have increased their speaking skills, independence and confidence. However, although the manager makes good use of early years pupil premium funding, parents are not included in the decision making so that children's learning is supported at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete child protection training and cover different aspects of safeguarding during team meetings. They have a secure knowledge of the signs and symptoms of child abuse and what to do to protect children. They know what to do if an allegation is made against a colleague. The manager monitors the ongoing suitability of staff during regular supervision meetings. There are robust recruitment, vetting and induction procedures in place to ensure that all staff who are employed are suitable to work with children. Staff make careful risk assessments to check that the areas of the nursery used by children are suitable.

What does the setting need to do to improve?

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

- involve parents more when deciding how to use the early years pupil premium to help promote children's learning to the highest possible level
- enhance parental partnerships to develop methods for promoting the good oral health of children.

Setting details

Unique reference number	EY453770
Local authority	Gateshead
Inspection number	10266197
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	1 to 9
Total number of places	40
Number of children on roll	41
Name of registered person	VMNS Limited
Registered person unique reference number	RP910288
Telephone number	0191 4421419
Date of previous inspection	9 November 2022

Information about this early years setting

The Village Montessori at Wrekenton registered in 2012 and is situated in Gateshead, Tyne and Wear. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 7. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the manager.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with 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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