

Inspection of Manor Grove Montessori Ltd

Manor Farm Bungalow, Church Lane, Tingewick, BUCKINGHAM MK18 4RB

Inspection date: 31 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Staff teach children how to keep themselves safe. For example, staff help children to learn about road safety when on outings, and teach them about the need to wear a helmet when riding tricycles to protect their head. Children develop good relationships with their key person. They benefit from flexible settling-in sessions, where they have the time to familiarise themselves with their environment. Children are happy and confident. They select toys that they wish to play with and return them when finished.

Children are well behaved and demonstrate extremely kind and respectful behaviour towards their peers. For instance, children hold out their hand to invite others to join in. They copy positive behaviours from staff, who act as role models in their everyday interactions with children. Children are curious learners and staff help them to follow their own interests well. For example, when children find a snail, staff help them to look at it through magnifying glasses. Children learn that they have found a snail and not a slug. As they go on to ask further questions, staff help children to understand how they can find answers to their questions. With support, children use technology to explore further and find out about the snail's shell. This approach helps to extend children's desire to find out more.

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

- Staff share a clear vision for the curriculum. They have a set of aims that they want children to achieve during their time in nursery. Staff implement this well. For example, during sensory play, they want children to feel comfortable exploring textures and feeling with their fingers. Children enthusiastically explore materials, such as toothpaste. They make spirals in the paste with their fingers as they describe the scent.
- Staff help children prepare for their next stages in learning. For example, they provide children with settling-in sessions in the next room before they transfer. As children prepare to move on to school, staff provide their new teacher with information about them. Teachers also share photos of their new classroom and key staff. This helps children to adjust to the forthcoming change.
- Staff support children's behaviour effectively. For instance, they use age-appropriate language and demonstration to help children understand what taking turns mean. Young children listen and observe, responding very positively in their play. For instance, they learn how to take turns pushing the baby in the pram, and then accept that once they have had their turn they can pass it to their friend.
- Staff share information with parents about what their children have learned. However, they do not fully consider how to help parents to support their children's learning at home. For example, some parents do not know what their

children are working on next. On occasion, staff do not share with parents the strategies that they are using to support their children, so that they can use these at home.

- Children learn about how they are unique. For instance, staff encourage children to compare how they have changed over time, such as by looking at photos of themselves. This leads to conversations between children about their families and how they are similar or different. Staff also provide opportunities for children to learn about each other's cultures, such as when they learn about special days celebrated by their Polish and Bulgarian friends.
- The manager uses additional funding well. For example, she has used funds to make rhyme bags with props to help develop children's language. This helps children to achieve the nursery's curriculum aim of children being familiar with five nursery rhymes before transitioning from the baby room to the pre-school room.
- Staff recognise that some children communicate their wants and needs using gesture and signs. They interpret these per individual child. However, the manager has not considered how to implement a nursery-wide approach to supporting children's communication to promote consistency and improve children's understanding of what is coming now and next.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their safeguarding responsibilities. The manager ensures that all staff have regular opportunities to refresh their knowledge, such as through discussions in staff meetings and professional development. Staff are able to confidently talk about signs and symptoms of abuse, including in relation to county lines, online safety and physical abuse. Staff are familiar with local safeguarding partnership procedures and know what to do in the event of a concern. The manager has robust procedures in place to minimise risks to children, such as by completing daily risk assessments of all spaces and having procedures in place for outings.

What does the setting need to do to improve?

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

- provide staff support to help them understand how to use consistent strategies to promote children's understanding of language and routines
- strengthen partnerships with parents to make sure that they know what their children are working on next and that they understand how they can help their children's learning at home.

Setting details

Unique reference number	EY384374
Local authority	Buckinghamshire
Inspection number	10301699
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 4
Total number of places	20
Number of children on roll	25
Name of registered person	Manor Grove Montessori Limited
Registered person unique reference number	RP528595
Telephone number	01280 848626
Date of previous inspection	30 January 2018

Information about this early years setting

Manor Grove Montessori Ltd nursery registered in 2008. It is located in Tingewick, Buckinghamshire. The nursery employs six members of staff. Of these, five hold appropriate early years qualifications between levels 3 and 6. The nursery opens from 8am to 6pm, all year round. The nursery accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

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 setting.
- The inspector joined the manager on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and their views were considered.

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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