

Inspection of The Rainbow Montessori Nursery School

The Lynch, Winscombe BS25 1AR

Inspection date: 19 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children come confidently into the setting and quickly settle to play. The manager is clear about what she wants children to learn and ensures that staff know this too. The curriculum is broad, with a focus on developing children's independence, respect for others, and ability to think critically. Children gain the skills they need in readiness for school. They do things for themselves and independently select activities that interest them. Staff provide gentle support that helps to engage the children. Children become absorbed in the activities they have chosen, showing enthusiasm and a keenness to learn.

Staff quickly identify when children need additional support. They work in partnership with parents and other professionals to plan the support for these children and to ensure that the provision meets the needs of children with special educational needs and/or disabilities (SEND). The curriculum is ambitious for children of all abilities, and children make good progress in their development.

There are effective partnerships with parents. Parents can stay for a short while to play with their children, and their children enthusiastically show them their favourite activities. This enhances parents' understanding of how their children are learning and gives new ideas for supporting learning at home. Parents are highly complimentary of staff and the communication that they receive about their child's progress.

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

- Staff introduce children to a wide range of vocabulary, and engage in meaningful interactions with children. Children are developing the skills to communicate with each other and staff. For example, children talk about the actions they are doing so that others can copy, and they confidently describe to staff what they are doing.
- Children show imagination and creativity in their play. For example, they draw their own designs to make from coloured blocks, imitating the pre-printed patterns they see. Children then create these patterns using the blocks, explaining their ideas to staff. This shows children's independence and sense of purpose in their play. Staff offer to laminate the designs, enhancing children's sense of pride in their achievements.
- Staff work with parents and other professionals to develop plans to support children where specific needs are identified. However, at times, staff do not fully know the support plans in place for children with SEND, so are unable to effectively implement them to support children in developing their learning further.
- Children confidently count beads on a chain, and match this with the correct

numeral. This demonstrates a secure knowledge of number. Staff identify what children already know and can do to support them well to develop further.

- Staff support children to learn to be independent by encouraging them to serve themselves at snack and mealtimes and help themselves to the resources they need for their chosen activities. Older children use their independence skills to help other children. For example, children pass the milk jug to their friends, and politely ask staff for more milk when it is empty.
- Children generally behave well. Staff have clear boundaries and expectations for children's behaviour and gently intervene when needed to remind children of how to behave. Children show respect for their environment and for each other, for example, by sharing resources with other children, speaking respectfully, and putting resources away when they have finished with them.
- The setting has clear routines throughout the day. However, at times, these routines do not encourage children to interact together to make mealtimes an opportunity to develop their social skills, or allow children with SEND to join in as well as they could with their peers. For example, children with SEND enjoy sitting with their peers for their snack and being a part of the group. However, at lunchtime, these children start their lunch on their own before the rest of the group come into the room. As a result, they finish eating and go to play soon after their friends sit for lunch, limiting their opportunity to socialise with other children at mealtimes.
- Managers ensure that staff access training to develop their professional skills and knowledge. For example, after attending training on children's emotions, staff have developed activities and the environment to help children to learn about their emotions.

Safeguarding

The arrangements for safeguarding are effective.

Managers regularly review their safeguarding practice and attend meetings to ensure that their knowledge remains current. They make sure that staff are confident in the processes to follow within the setting, and in their understanding of safeguarding. Staff are confident in the signs that may indicate a child is at risk of harm. They know the processes that they would follow to record and report concerns. Staff are aware of how they would report concerns relating to another member of staff, if needed.

What does the setting need to do to improve?

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

- ensure that all staff know the next steps for children with special educational needs and/or disabilities so they can provide more-targeted and consistent support, so that children benefit fully from the learning opportunities offered

- ensure that staff better support all children during routines, to further develop children's social skills.

Setting details

Unique reference number	2659113
Local authority	North Somerset
Inspection number	10308770
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Abacus Nursery (SW) Ltd
Registered person unique reference number	RP531158
Telephone number	01934 708325
Date of previous inspection	Not applicable

Information about this early years setting

The Rainbow Montessori Nursery School re-registered in 2021. It operates from The Lynch chapel rooms in Winscombe, North Somerset. It operates during term time only. Sessions are from 8.15am until 5pm, Monday to Thursday, and 8.15am until 4.30pm on Friday. The nursery is in receipt of funding for free early education for children aged two, three and four years. The nursery follows the Montessori approach. There are 16 staff employed, including the manager. Of these, three hold qualified teacher status and two are qualified to level 4 in Montessori practice. A further five staff hold an early years qualification at level 3 and one at level 2. There are two apprentices, and two staff without an early years qualification.

Information about this inspection

Inspector

Louisa Painter

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 deputy manager, manager, and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.

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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