

Inspection of Montessori Kindergarten Ilfracombe

Holy Trinity Church, Church Hill, Ilfracombe EX34 8EE

Inspection date: 27 February 2024

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 arrive happy and excited to attend. Staff provide a welcoming environment in which children feel safe and form warm bonds with them. Children develop high levels of independence and self-confidence which staff nurture throughout the day. They make their own choices, and learn to manage tasks responsibly for themselves, such as tidying away activities and washing up after their meals. Children develop many practical-life skills. For example, they learn to pour liquids with control and how to fold clothing.

Staff plan and deliver a broad curriculum to support children's individual learning goals, and to help each child fulfil their potential. This includes learning about the wider world, such as finding out about one another's different cultures, beliefs and languages. Children behave extremely well. Staff provide very good role models to help children learn good social skills and positive attitudes. Children listen well, help kindly, are polite and treat others with respect. Staff provide activities to help children to process and manage their emotions. For example, children use the 'Peace Rose' to communicate their feelings and to resolve issues.

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

- Staff know the children well and are clear what they intend them to learn next. They plan focused 'lessons' as well as time for children to play and explore freely. Staff respect and value children's views, choices and interests. This nurtures children's individuality, and helps to keep them engaged and motivated to learn.
- Staff adapt activities according to children's developmental stage, and challenge them well to build further on their learning. For example, children with a very good understanding of the alphabet, learn to write letters and form words to enhance their literacy skills even further.
- Children develop a good understanding of mathematics. They learn about numbers, quantity, size and shape. Staff help older children to progress further, such as introducing complex three-dimensional shapes to learn about.
- Staff help children to develop healthy lifestyles. They practise good hand washing routines and learn how to brush their teeth effectively. Children enjoy sociable mealtimes with nutritious foods. However, on occasions, some staff do not help children to learn how to keep safe at mealtimes when they tip their chairs and put serving tongs in their mouths.
- Children make good progress in their physical development. They enjoy active outdoor play and action songs. They join in meditation sessions after lunch to relax, and use the 'Peaceful Pod' when they need space to rest and play quietly.
- Staff help prepare children well for starting school. Children are confident, independent learners who ask questions when curious. They use one-handed

tools to develop their hand muscles, and learn many new words to build their vocabulary. Staff ask children questions to encourage them to think and talk. However, on occasions, some quieter children miss out on opportunities to talk when more confident children take the lead.

- Partnerships with parents are strong. Parents share very positive views of the provision. They state, for example, that staff are extremely caring, take time to communicate with them each day and get to know their children's needs and personalities. Staff take care to include all children and go above and beyond to help them grow socially and academically.
- The provider and staff have a clear vision of the ongoing improvements they intend to make to the quality of provision. Staff benefit from coaching and training to enhance their knowledge and skills. The provider ensures any additional funding for children is used responsibly in order to have the most impact on their learning.
- The provider follows secure recruitment procedures and an induction process to help ensure all staff working with children are suitable. Staff all have a clear understanding of their safeguarding roles and responsibilities, and how to keep children safe. Staff appreciate how their wellbeing is valued and nurtured by the very supportive provider.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all children consistently to learn safer eating practice at mealtimes
- develop staff interactions with children to encourage quieter children's communication and language skills even further.

Setting details

Unique reference number	2663616
Local authority	Devon
Inspection number	10333896
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	2 to 4
Total number of places	18
Number of children on roll	37
Name of registered person	Harris, Karen
Registered person unique reference number	2663618
Telephone number	07555 074899
Date of previous inspection	Not applicable

Information about this early years setting

Montessori Kindergarten Ilfracombe registered in 2021. The group operates from Ilfracombe, North Devon. It opens each weekday, from 8.30am to 4.30pm, for 51 weeks a year. The group receives funding to provide free early years education for children aged two, three and four years. The group employs five staff to work with children, four of whom hold appropriate qualifications at levels 3 to 6, and one apprentice who is working towards a level 3 qualification.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager 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 the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of an activity with the manager.
- The inspector sampled the documentation and discussed the manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of the views of children and parents.

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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