

Market Harborough Montessori Nursery



St. Josephs RC Primary School, Coventry Road, MARKET HARBOROUGH,
Leicestershire, LE16 9BZ

Inspection date	10 February 2015
Previous inspection date	11 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's progress is carefully monitored and tracked. This gives staff an accurate overview of how children are progressing. As a result, staff refine planning and implement activities that meet children's individual needs.
- Children are well prepared for their move to school because of the excellent transition arrangements. There are strong links between the nursery and local schools. This ensures continuity of children's care and learning.
- Children display a strong sense of ownership for the nursery and, consequently, treat their surroundings and others with respect.
- Safety is highly prioritised. Staff complete highly-effective risk assessments to ensure all areas of the provision and equipment are suitable for use.
- Children are safe because practitioners demonstrate an excellent understanding of safeguarding issues. They demonstrate that they can recognise different types of abuse and know how to monitor and manage potential risks very effectively.
- The manager and staff have a strong commitment to continual development. This helps them to make changes to improve the outcomes for children.

It is not yet outstanding because:

- Children are not always able to extend their chosen play experiences as they are sometimes interrupted to take part in focused activities.
- Staff do not always provide children with opportunities to explore, investigate and enhance their critical-thinking skills in the outdoor learning environment.

What the setting needs to do to improve further

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

- provide even more opportunities for children to extend and enhance their chosen play experiences by giving them more time to complete their self-selected activity without interruptions
- enhance the outdoor learning environment, particularly for those children who prefer to learn outside, by creating more opportunities for children to explore, investigate and extend their critical thinking skills.

Inspection activities

- The inspector observed activities and interactions between staff and children in the indoor and outdoor learning environments.
- The inspector evaluated learning activities with the manager.
- The inspector held meetings with the manager of the nursery and spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in parent questionnaires.

Inspector

Tracy Hopkins

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use accurate and precise observations to establish next steps in learning for children. They use their knowledge to arrange the indoor environment effectively, ensuring children are provided with challenging and interesting activities. However, the outdoor learning area is not always planned as effectively as indoors. For example, there are fewer opportunities outdoors for the children to explore and investigate. This means that children who prefer to learn outside are not extending their critical-thinking skills to the maximum. Children are happy, curious and interested to learn in this stimulating setting. The environment is rich in print, pictures, signs and symbols. As a result, children learn to recognise familiar words and develop good literacy skills. Consequently, children acquire the necessary skills in preparation for their transfer to school. Children take responsibility for their learning environment as they are able to access their own choice of activities and tidy away independently. However, children are not always able to extend their chosen play experiences as they are sometimes interrupted to take part in focused activities.

The contribution of the early years provision to the well-being of children is outstanding

Children are clearly very happy and content at the nursery. The robust settling-in process helps children settle quickly at nursery. Children's behaviour is outstanding because practitioners provide a welcoming environment, where children understand what is expected of them. Children receive lots of appropriate praise and thanks for kind and good behaviour. Their personal, social and emotional development are extremely well fostered as children play extremely well together. Children learn about healthy lifestyles and follow very good hygiene practices. For example, they take responsibility for washing their hands appropriately throughout the day. Independence is further promoted at meal and snack times. Lunchtime is used as a social occasion, where children talk about their day and share stories of their home life. As a result, children are extremely sociable, confident and emotionally secure for their next stage in learning. Children learn to manage their own risks, while staff keep them safe through effective risk assessment. This means that children are developing an awareness of the importance of how to stay safe.

The effectiveness of the leadership and management of the early years provision is good

The manager is organised and enthusiastic and has a good understanding of her role and responsibilities. She completes staff supervision and appraisals throughout the year. Educational programmes are monitored continuously. Staff receive mentoring and training on how to gather evidence of children's progress and how to plan to extend this further. Staff have established effective strategies and work closely with other professionals and early year's settings. This ensures children are fully supported and good information is shared. For example, staff invite reception class teachers into the nursery to meet children before they move onto the next stage in their learning. Staff have a good relationship with parents and they speak very highly of the nursery and the staff team. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

Setting details

Unique reference number	EY339004
Local authority	Leicestershire
Inspection number	873343
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	47
Name of provider	Maria Laura Celia O'Brien
Date of previous inspection	11 March 2011
Telephone number	07968 412135

The Market Harbour Montessori nursery was registered in 2000. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including three with Early Years Professional status or Qualified Teacher Status. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery is accredited by the Montessori Schools Association.

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