

Oaklea Montessori CIC

Wimpole Road Methodist Church, Wimpole Road, Colchester, Essex, CO1 2DL



Inspection date	4 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since registration, management and staff have worked hard to create and maintain a safe and inviting learning environment for children and babies.
- Staff have a good understanding of both the early years foundation stage and Montessori educational philosophy. They understand the benefit of high-quality, practical learning opportunities to support children's development.
- Children behave well and learn to be respectful and tolerant of others. They take part in activities and use resources that encourage them to gain awareness of other people, cultures and communities beyond their own home experiences.
- Effective partnerships with parents have been established. Staff encourage parents to share information about their children's starting points. Parents become involved in decision-making on key matters when they respond to surveys. They speak very positively and say they appreciate the high commitment of the staff team.
- Staff are well aware of their duties each session and make good use of their regular meetings to reflect on practice, planning and outcomes for each child. Ambitious self-evaluation and well-targeted development plans are implemented to benefit children's care and learning.

It is not yet outstanding because:

- Although key persons track the development of individual children, management does not yet precisely monitor and compare the progress made by different groups of children, in order to identify variations and raise achievements to the highest level.
- At times, staff do not always fully consider the needs of all children during routine activities. As a result, the younger children sometimes become less confident and distracted in social and larger group situations.

What the setting needs to do to improve further

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

- extend the existing monitoring systems, in order to compare the progress made by different groups of children and identify any variations to help all children progress to the highest levels
- review and adapt the organisation of routine activities to enhance opportunities for the youngest children to maintain their confidence and engagement in social and larger group situations.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the nominated person.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from their responses to surveys organised by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The nursery employs well-qualified staff who have a clear understanding of child protection procedures. Staff are alert to the possible signs of abuse and neglect. They know how to refer and record any concerns. Safe recruitment procedures with regular ongoing checks ensure staff continue to be suitable for their roles. Management uses a variety of methods to efficiently supervise, train and mentor staff in order to support their continued professional development. Any underperformance is quickly tackled. Staff successfully overcome constraints regarding the current premises. There are exciting plans to relocate to new premises in 2017.

Quality of teaching, learning and assessment is good

Staff effectively use a secure electronic system for observing and assessing children's progress. This enables them to identify each child's learning priorities. Staff sensitively guide children in their activities. They are patient and aim questions at each child's level of understanding. They also have the skills to allow children to discover things for themselves. Children really enjoy making their own decisions and concentrate, persevere and show great pride in their achievements. Older children confidently talk about what they are doing and animatedly recall previous learning experiences. There is strong support for children who speak English as an additional language or who have special educational needs or disability. Staff work closely with other agencies and outside professionals to ensure that children receive additional support. Appropriate strategies are also put in place for children in receipt of early years pupil premium.

Personal development, behaviour and welfare are good

The staff know each child well. They are calm role models who promote positive attitudes and effective learning. Babies are cared for tenderly and with affection. They share a special bonding with their key person to help them feel secure and settle quickly. Children begin to understand about healthy lifestyles and all learn to follow good hygiene routines from an early age. Meals are healthy and nutritious. Menus are specifically planned to cater for any special dietary requirements. Children confidently develop their physical skills as they carefully pour water from one container to another. The outdoor play coordinator takes a keen interest in ensuring that children have free-access to a wide range of activities as they play in the fresh air.

Outcomes for children are good

Children make good progress, including those with lower starting points. They are effectively developing key skills in readiness for later moves to school. Children make independent choices from the resources stored on low-level shelves. They also quickly learn to return their activity to its original place to enable their friends to have their turn. Children learn to manage their own needs, such as putting on coats and shoes, before going outside to play. They practise fastening buttons, zips and buckles. Children confidently use numbers and sort items of different sizes and shapes. They look at books for pleasure and begin to recognise and say the initial letter sounds of familiar words.

Setting details

Unique reference number	EY477390
Local authority	Essex
Inspection number	972165
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Oaklea Montessori Community Interest Company
Registered person unique reference number	RP528964
Date of previous inspection	Not applicable
Telephone number	01255 887902

Oaklea Montessori CIC was registered in 2014 and is one of three settings run by the same community interest company. The nursery employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications. There are two staff with early years professional status, two staff hold an early years qualification at level 4 and two staff hold a qualification at level 2. The nursery opens from Tuesday to Friday, for 48 weeks of the year. Sessions are from 8am until 5.30pm on Tuesday, Thursday and Friday and from 8am to midday on Wednesday. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, and children who have special educational needs or disability. The nursery provides activities using the Montessori ethos and principles.

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