

Inspection of Guisborough Montessori Nursery

Prior Pursglove College, Church Walk, Guisborough, Yorkshire TS14 6BU

Inspection date: 21 March 2022

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 feel happy, safe and secure at this nursery because of the 'family culture' created by the staff. All staff are committed to helping every child succeed and are attentive to their needs. As a result, children feel well supported, are eager to get involved and show positive attitudes towards learning.

Staff have a good understanding of what children know and can do. They use this knowledge to plan a range of activities which develop children's knowledge and supports their next steps in learning. Leaders and staff provide a curriculum which is broad and balanced and caters for all. As a result, children develop the skills and knowledge required.

Extended settling in procedures have worked well. Consequently, children form strong attachments with their key person and settle into the nursery routine quickly. Parents feel confident that children are well looked after and cared for. They comment that nursery is like a 'big family' and staff are 'caring and considerate'.

Staff set high expectations for behaviour and consistently use a range of strategies, such as praise and encouragement, to motivate and engage children. When there are disagreements, staff are quick to support children to resolve issues. As a result, children develop resilience.

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

- Leaders and staff have designed a curriculum that is inclusive and considers the developmental stages of all children. Staff are clear about what they want children to learn. Plans incorporate children's interests and the setting's key values. Children are building the knowledge and skills they need for future learning.
- Relationships with parents are positive. Staff gather information from home about children's achievements, interests and routines to provide a personalised experience for all children. Staff share information with parents on how they can support their child's learning at home.
- Children's communication skills are, generally, well supported. There is a strong focus on developing children's communication and language through songs, rhymes and stories. Staff understand the importance of modelling language and supporting children to learn new words. However, sometimes, staff don't give children enough time to think or use their imagination when responding to questions.
- Staff promote the development of mathematical skills and language in everyday activities. For example, children were supported outdoors to identify and name

shapes. They show their understanding and learn to recognise a square, circle and triangle.

- The well-organised baby room supports the development of children's physical and communication skills. Careful planning for the key skills babies need leads to effective activities that support children's next steps. For example, babies are given lots of tummy time, where staff place objects just out of reach to promote crawling. Staff sing and talk to babies, supporting the development of communication skills.
- Children are heavily involved in the preparation of healthy lunches. Staff talk about the importance of healthy eating and good oral health. They encourage children to use utensils at lunch time, which they do proficiently. As a result, children develop high levels of independence and a good understanding of healthy practices.
- The key-person system is well established. Parents speak with their child's key person regularly to share information and access support and advice. Staff have a good understanding of child development and know what children need to do next to move learning forward. As a result, all children make good progress from their starting points.
- The provision for children with special educational needs and/or disabilities (SEND) is effective. The setting regularly engages with the local SEND team, speech and language, and other outside agencies. The special educational needs coordinator has introduced a range of strategies to ensure children are well supported. However, staff do not always consistently model new language and vocabulary to develop children's communication skills.
- The manager supports staff well through regular supervision and feedback sessions. Each staff member has yearly targets set and has access to regular training opportunities to extend and develop their knowledge.
- Leaders are dedicated to accurate self-evaluation and implement plans for continuous improvement. For example, local students from a pupil referral unit were enlisted to develop the outdoor area. Children now have access to large-scale provision, which effectively supports their learning and physical development.

Safeguarding

The arrangements for safeguarding are effective.

There are effective systems for staff to follow. Leaders are committed to ensuring safeguarding concerns are taken seriously. Staff complete daily checks and risk assessments to ensure that the environment is safe for all children. Leaders and staff receive regular safeguarding training and updates. They are confident about the procedures they need to follow if they have a concern. Staff are aware of safeguarding issues, such as the possible signs of radicalisation. Children learn about how to keep themselves and others safe. Leaders complete a robust recruitment process to effectively verify the suitability of adults working with children.

What does the setting need to do to improve?

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

- support staff to give children enough time to think and use their imaginations to answer questions
- ensure staff consistently model language and new vocabulary to build on children's communication skills.

Setting details

Unique reference number	2548271
Local authority	Redcar and Cleveland
Inspection number	10214618
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	46
Name of registered person	Tees Valley Collaborative Enterprises Limited
Registered person unique reference number	2548270
Telephone number	01287 280244
Date of previous inspection	Not applicable

Information about this early years setting

Guisborough Montessori Nursery registered in 2019. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday from 7am to 6.15pm all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ruth Williamson

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 this into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The manager talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- Parents talked to the inspector in person and sent emails to share their views of the nursery.
- A leadership meeting was held where the manager and inspector looked at a range of documents, including those relating to staff suitability.
- The views of children and staff were taken into account throughout the inspection.
- The manager and inspector observed and evaluated an activity together.

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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