

Montessori Explorers

Greenhill Lodge, 327-327a Birmingham Road, SUTTON COLDFIELD, West Midlands B72 1DL



Inspection date	4 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Members of the management team have made effective changes to the environment to ensure that children are safe in their care. Staff take pride in their roles when setting up the nursery.
- The managers and staff are highly ambitious. Effective action plans target specific improvements that benefit children's care and learning.
- Partnerships with parents are good. Parents speak very highly of the nursery. They make very positive comments about the friendly, approachable staff and about how their children enjoy learning.
- Babies are motivated through their play in a rich, stimulating learning environment with a variety of toys and equipment. The babies' playroom is bright, clean and very well resourced.
- Children and babies show that they are happy and relaxed. Staff give children who are new to the nursery sensitive support and reassurance to help them settle.
- Children quickly become familiar with their surroundings and build positive relationships with staff and their friends. Children have plenty of opportunities to develop their physical skills during outdoor play in a rich learning environment. Staff provide a good range of resources that help children to develop their small- and large-muscle skills.
- Staff do not always make the most of every opportunity to encourage and support parents to share what they know about their child's learning. This means that parents are not always fully involved in the assessment process.
- Staff sometimes carry out routine tasks that children can easily complete for themselves, so children are not able to be as independent as possible.

What the setting needs to do to improve further

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

- encourage children to do things for themselves when they are able, so they can develop their independence
- support and encourage parents to more consistently share what they know about their child's learning and be involved in the assessment of their progress.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector took account of parents' written comments.
- The inspector completed a joint evaluation of activity with the nursery manager.
- The inspector spoke to staff and held a meeting with the provider and nursery manager.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.

Inspector

Nasreen Ghalib

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have good understanding of child protection issues. They are aware of the procedures to follow if an allegation is made against a staff member. Training and development opportunities effectively support professional development. The manager meets with staff on a regular basis to discuss their performance and any training needs. The manager has implemented good systems to observe the staff's practice. Members of the management team implement effective recruitment procedures. They support new staff with in-depth induction procedures. Staff have developed good partnerships with nearby nurseries, children's centres and the local school. Staff have made good use of their self-evaluation to reflect on the quality of the nursery and set clear targets for improvement.

Quality of teaching, learning and assessment is good

Children have made good progress within a short period of time. Staff inspire children to investigate, explore and develop their own ideas through joining in with their play and facilitating their learning. For example, staff help children to investigate and play with real vegetables and herbs. Children have many opportunities to make marks and use a variety of writing equipment. Staff encourage children to count confidently, solve problems and measure different lengths of objects through a range of activities. Children listen well at story time and excitedly get involved with the story. Staff model and repeat words to develop children's vocabulary. Babies explore messy play and experiment with different textures of sand, using their hands, feet and body. This helps babies to develop their small- and large-muscle skills. Staff reflect on individual children's interests and next steps and use these as a basis for their planning. As a result, children have access to a broad range of activities that helps to foster their good progress.

Personal development, behaviour and welfare are good

Children settle quickly into their routine and staff promote children's physical and emotional well-being effectively. Staff are patient, kind and sensitive role models. Children develop friendships with each other and form genuine bonds with their key person. Children respond well to staff and behave well. They actively develop confidence and self-esteem. Babies' care needs are swiftly attended to. Babies sleep according to their needs and wake happy and alert. Staff promote healthy lifestyles and oral health effectively. They provide children with a variety of well-balanced, nutritious snacks and meals. Staff encourage children to take exercise through a range of indoor and outdoor activities. For example, children learn how to balance, stretch, jump, hop, skip and shake, warm up and cool down during physical activities. Children's attendance is good.

Outcomes for children are good

All groups of children make good progress in their learning and development. They develop good communication and literacy skills. For example, babies enjoy sharing stories with their key person. Children develop good mathematical skills and enjoy music sessions. They join in enthusiastically, singing their favourite rhymes and songs. Children play well together. They are busy and motivated to learn new things. They are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY501530
Local authority	Birmingham
Inspection number	10089557
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	23
Name of registered person	Nicky Noo Nursery Limited
Registered person unique reference number	RP535499
Date of previous inspection	Not applicable
Telephone number	01213505550

Montessori Explorers registered in 2016 and is situated in Sutton Coldfield. The nursery operates all year round, from 7am to 6pm, Monday to Friday, except for one week at Christmas. It offers funded early education for two-, three- and four-year-old children. The nursery employs eight members of childcare staff, all of whom are qualified between level 2 and level 7.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

