

Burnham Montessori School



Dropmore Pairsh Hall, Littleworth Road,, Burnham, Buckinghamshire, SL1 8PF

Inspection date 7 July 2015
Previous inspection date 3 November 2010

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		Good	2
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

- When children join the nursery, staff spend time showing them how to use resources and toys. As a result, children learn to look after resources and use them meaningfully in their play. This enables them to progress well in their learning.
- Children demonstrate high levels of independence. They hang up their own painting to dry and independently use the wide range of technology-based toys. These independence skills equip them well for the move on to school.
- Children are clearly very happy to be at the nursery. They feel safe and secure because their care needs are well met and staff make them feel so welcome.
- The manager is committed to providing high quality care and education for all children. She routinely reviews the progress children are making and the overall quality of the provision. She has addressed the recommendations made at the last inspection and has set targets for further improvements.
- Parents are well informed about their children's progress and appreciate the support and advice staff offer. This helps promote good learning at home and at nursery.

It is not yet outstanding because:

- There are many examples of good teaching outdoors. However, occasionally, some staff do not make the best use of opportunities to extend children's learning or follow up on the interest they show in particular activities outside.
- Younger children find it difficult to focus and concentrate during story and singing time at the end of the session. This is because there are interruptions, such as staff greeting children who arrive early for the afternoon sessions.

What the setting needs to do to improve further

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

- improve the quality of teaching outdoors so that all staff routinely offer appropriate challenge and support to each child's learning experiences
- review the organisation of group-time activities at the end of sessions to ensure younger children are not interrupted in their learning.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff about their understanding of child protection, safeguarding and first aid.
- The inspector spoke with parents and took account of their views.
- The inspector sampled documentation, including staff qualifications, policies and children's records.

Inspector

Sarah Holley

Inspection findings

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

Staff carefully observe all children. This ensures they have a clear picture of each child's current stage of development and helps them plan how to support further progress. Children benefit from lots of opportunities to work individually with staff as they master new skills. Their mathematical and physical development is particularly well supported by staff. Children learn how to use scissors, thread beads, build towers, and sort and count blocks. As a result of staff's patient teaching, children soon learn to use resources independently. Therefore, they can continue to explore these activities without always needing an adult close by. Staff listen carefully to children and make good use of what children say to further extend their understanding of the world. Staff use children's interest in making dough animals to discuss similarities and differences between animals and people. Occasionally, staff are less perceptive at following children's interests when outdoors. As result, teaching is not always quite so effective for those children who choose to spend a lot of time playing and learning outside. However, the generally very good quality of teaching ensures that all children progress well in all aspects of their learning.

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

Staff keep children safe and, equally as importantly, teach children how to keep themselves safe and healthy. Children know why they must wash their hands and why it is a good idea to eat plenty of fruit and vegetables. Children show great confidence in finding what they need at snack time and in returning toys and resources ready for their friends to use. Staff understand their responsibilities to safeguard children and protect them from harm. They check for hazards and ensure children cannot leave the premises unattended. They understand what they must do if there are any concerns about a child's welfare.

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

The manager understands the requirements of the Early Years Foundation Stage and works with the deputy manager to ensure these are fulfilled. She monitors children's progress and makes improvements to the provision as necessary. For example, she has improved role play opportunities outside to meet the needs of those children who prefer to be outdoors. The manager seeks advice from other professionals when necessary, such as to enable her to further strengthen how she monitors children's progress. She provides staff with regular opportunities to discuss their performance and to attend training. This helps ensure the well-qualified staff can enhance their understanding of how children learn still further and continue to provide good quality care and education for all children who attend.

Setting details

Unique reference number	EY337023
Local authority	Buckinghamshire
Inspection number	828300
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	37
Name of provider	Soniadip Kaur Grewal
Date of previous inspection	3 November 2010
Telephone number	01753 647557

Burnham Montessori School registered in 2006. It is located in Burham, near Slough, Berkshire. It is open from 8.45am until 3.45pm from Monday to Friday, during term time only. The provider receives funding to provide free early years education for children aged two, three and four years old. Of the six members of staff, five hold relevant childcare qualifications between level 2 and level 6. Staff follow the Montessori method of teaching.

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