

Tudor House Montessori Nursery

Gloucester Road, BURGESS HILL, West Sussex RH15 8QD



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| Inspection date | 2 July 2019 |
| Previous inspection date | 13 August 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The management and staff have a good relationship with other agencies, including school, and share children's development information well. For example, the setting uses the same language programme as school to provide continuity in learning for children.
- The management and staff plan interesting and enjoyable activities. For example, children make their own scented play dough and use their senses exploring the smell of lavender and mint.
- Staff support communication and language skills well. For instance, staff use props and other resources to engage children.
- Children begin to learn skills they need to help them with their future learning. This is evident when children manage small tasks for themselves and learn to be independent.
- The management and staff have exceptionally warm and secure attachments to the children, who are encouraged to choose activities to help them become highly motivated learners.
- Staff do not support children effectively to explain their ideas, solve problems and develop their understanding. For instance, adults do not use questions well enough to extend children's thinking.

What the setting needs to do to improve further

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

- build on staff's knowledge even further to better support children and extend their learning by helping children to explain their ideas and solve problems themselves.

Inspection activities

- The inspector had a tour of the premises and observed the impact of teaching on children's enjoyment and development.
- The inspector spoke with parents to gain an understanding of their views.
- The inspector completed a joint observation of an activity with the manager.
- The inspector sampled a range of documentation.
- The inspector spoke with the management and staff about their practice and children's learning and development.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The management and staff know what to do and who to contact if they have a concern about children's welfare. Safeguarding is effective. The management conducts staff supervisions and generally supports them in their continuing professional development. The management keep staff up to date with new legislation and practice effectively. The manager seeks the views of parents and staff regularly to help improve the setting. For example, she has purchased extra resources to support those children who have English as an additional language. Since the last inspection the management has improved mealtime routines for the youngest children and now uses this time as a continued learning opportunity.

Quality of teaching, learning and assessment is good

Staff know the children well and cater for their individual needs. They support children's early writing and mathematical skills effectively. For instance, staff encourage older children to count and younger children name different shapes and colours. Children make marks on a whiteboard in the garden, use beads and spindles to match number and quantity and enjoy making patterns in paint. Staff prepare children well for school. Children explore different resources using their senses and begin to understand cause and effect. For instance, children experiment with ice and watch how it melts in their hot hands. Children learn about different dinosaurs and how some eat meat and some eat leaves. They explore minibeast habitats and examine spiders and snails up close and discuss the sticky trail of a snail and the eight legs of a spider. Children have lots of opportunities to learn about the natural world.

Personal development, behaviour and welfare are outstanding

Staff use highly effective strategies to support children's emotional and social well-being. Children settle very quickly and rapidly gain confidence. Staff praise children and build on their developing self-esteem exceptionally well. Children are very happy in the safe and welcoming environment. The management and staff teach children about safety extremely effectively. For example, children know how to be careful when running outside, as discarded toys may be a trip hazard. Children learn about their bodies and how they work. For instance, they discuss how people with glasses may not be able to see properly. The manager and staff are exemplary role models. They respect children's views and feelings and encourage them to develop good friendships and to be kind and thoughtful. Staff have an exceptional understanding of equality and diversity and children have lots of opportunities to discuss other countries, cultures and their beliefs.

Outcomes for children are good

Children learn to share, take turns and play together exceptionally well. They have lots of opportunities to extend their social skills and learn about the community around them. For example, they visit the local old people's home, go on picnics and have regular visits from a travelling zoo. Children develop their physical skills well. For example, children balance on obstacles in the outside area. All children make good progress based on their starting points. They learn a variety of useful skills that prepare them effectively for the next stage of learning and for school.

Setting details

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| Unique reference number | EY241503 |
| Local authority | West Sussex |
| Inspection number | 10105066 |
| 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 | 0 - 4 |
| Total number of places | 80 |
| Number of children on roll | 144 |
| Name of registered person | Benson, Carole Anne |
| Registered person unique reference number | RP904402 |
| Date of previous inspection | 13 August 2013 |
| Telephone number | 01444 241491 |

Tudor House Montessori Nursery registered in 2002. The nursery is located in Burgess Hill, West Sussex. It operates Monday to Friday from 7.30am to 6pm, for most of the year. It follows the Maria Montessori approach. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 27 staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including the manager who holds early years professional status.

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