

Moseley Montessori Nursery

St Columba United Reformed Church, Chantry Road, Birmingham, West
Midlands B13 8DJ



Inspection date	7 August 2018
Previous inspection date	Not applicable

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

Summary of key findings for parents

The provision is outstanding

- Managers are inspirational role models for staff. Reflective practice pervades everything that they do. This ensures they constantly integrate the aspirations of the nursery into their practice to achieve excellent outcomes for children.
- Managers' impressive mentoring arrangements empower staff to fulfil their roles admirably. Managers have created a culture of personal well-being that underpins staff's attitude to their work with children.
- Staff use their extensive knowledge to promote children's learning superbly. Staff plan very skilfully for children's learning and they integrate children's preferences into their teaching methods. Children make progress above the level expected for their ages and gaps in learning close rapidly.
- Children thrive in the child-centred environment and they are extremely confident and self-assured during their interactions with adults and other children. Children have extremely rich and rewarding experiences and they take ownership of their play activities.
- The partnerships with parents are outstanding. Parents say that the nursery is exceptional and communication is excellent. Parents and staff are equal partners in the promotion of children's learning and care.
- Children develop a considerable understanding of diversity. They mix with children from various backgrounds, and the interesting resources help them to build on their first-hand experiences. Children learn to value differences and they enjoy outings into the local community.
- Managers have established substantial links with other professionals and organisations. They enthusiastically share information and develop excellent partnerships with other providers and local schools.

What the setting needs to do to improve further

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

- evaluate the impact of extending opportunities to collaborate with other professionals on the already excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with one manager.
- The inspector looked at samples of documents and records required for the efficient running of the nursery. The inspector held meetings with the directors/provider, who are also the managers of the nursery. They discussed practice in the nursery, including the self-evaluation process.
- The inspector spoke with staff and children at convenient times during the inspection.
- The inspector spoke with a number of parents and read written feedback from other parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is outstanding

Arrangements for safeguarding are effective. Managers have an excellent understanding of the legal requirements and give high priority to keeping children safe. Self-evaluation is comprehensive. Managers carry out substantial audits of all aspects of the provision and devise action plans accordingly. For example, the tracking of groups of children in the setting shows they all make remarkable progress in relatively short periods. Staff receive impressive support and coaching for their professional development. For instance, training in sign language has resulted in rapid gains in the communication skills of younger children and babies. Managers work extremely extensively with other professionals to support children's needs. They take account of the feedback they receive and meticulously implement strategies to enhance children's progress. The managers are ambitious and they have plans to further implement projects and to share information with external professionals, to continually raise the quality of children's achievements.

Quality of teaching, learning and assessment is outstanding

Staff provide truly inspirational teaching and they create a purposeful environment that helps to facilitate children's learning. Staff in the pre-school room integrate their discussions superbly into children's conversation, and teaching flows effortlessly. They provide high levels of challenge, for example, for children to recognise letters in different contexts, and they constantly extend children's learning. Babies receive excellent support to help develop their language skills through constant interaction with staff. Toddlers learn very effectively through enjoyable experiences, and staff enable them to recognise colours and to use positional language. Staff make accurate assessments of children's achievements and they successfully use the information to plan for further learning.

Personal development, behaviour and welfare are outstanding

Children receive care in an unmistakably nurturing environment and there is an extremely strong emphasis on promoting children's emotional well-being. Babies benefit from sensitive support due to lots of cuddles and many opportunities to look at photographs of family members. Innovative methods, such as the use of illustrated cards, help to reinforce children's understanding of healthy food that they enjoy. All children enjoy daily outside play. Pre-school children, in particular, extend their learning about the environment and they understand how to take sensible risks during play in the forest school area. Children are extremely disciplined in their behaviour and treat their friends with respect.

Outcomes for children are outstanding

All groups of children flourish in the nursery and they make remarkable progress from their starting points. Children are extremely independent learners who confidently develop and extend their own play activities. They have access to a wealth of open-ended resources which they use imaginatively. Children have high levels of attainment in early literacy and numeracy and receive admirable support to develop the essential skills for school readiness.

Setting details

Unique reference number	EY499950
Local authority	Birmingham
Inspection number	10059244
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	74
Number of children on roll	76
Name of registered person	Start Right Education Ltd
Registered person unique reference number	RP906436
Date of previous inspection	Not applicable
Telephone number	01214491801

Moseley Montessori Nursery re-registered in 2016. The nursery employs 16 members of staff; of these, 14 hold appropriate qualifications at level 2, 3, 4 or 6. The nursery is open from 8am to 6pm from Monday to Friday all year round, except for two weeks at Christmas. The nursery provides funded early education for children aged three and four years.

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.

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