

Rosebud Montessori

113A Lower Church Road, Burgess Hill, West Sussex, RH15 9AA



Inspection date

21 December 2015

Previous inspection date

4 February 2009

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the 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

This provision is outstanding

- The leaders and managers are inspirational. They provide continuous support to staff to help them develop their already outstanding quality of teaching.
- Self-evaluation is highly effective and includes the views of parents and children. Managers are highly reflective and work continuously to improve the provision.
- Staff have excellent relationships with parents. They work hard to gain information about children's routines and interests to help them settle quickly. Staff share information about children's learning and their knowledge to enable parents to support children's development at home.
- All children make exceptional progress in their learning. Staff make excellent use of ongoing observations and assessments to plan challenging activities.
- Children demonstrate highly impressive independence skills. Staff constantly praise children's achievements and children develop high levels of confidence and self-esteem.
- Staff have excellent relationships with other settings that children attend. They work closely with other professionals to support children's development and enable them to flourish.

What the setting needs to do to improve further

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

- develop further opportunities for children to explore technology.

Inspection activities

- The inspector observed activities in the indoor and outdoor environments.
- The inspector spoke to staff about their role and their understanding of some of their responsibilities.
- The inspector tracked some children's development and spoke to staff about the next steps in learning identified for those children.
- The inspector spoke to managers and took part in a joint observation.
- The inspector spoke to parents and viewed their written feedback.

Inspector

Hannah Barter

Inspection findings

Effectiveness of the leadership and management is outstanding

Managers have an excellent understanding of the requirements of the Early Years Foundation Stage. They constantly review staff planning and assess children's progress to ensure staff continue to provide challenge and a wide range of learning opportunities. Consistent monitoring of staff practice enables managers to identify training needs and provide additional support to improve the already high quality of teaching. Managers are highly reflective and have a strong awareness of their strengths. Recruitment and induction procedures are robust. Safeguarding is effective. A combination of in-house and external training provides staff with a fully embedded and confident knowledge of their role and responsibilities in keeping children safe.

Quality of teaching, learning and assessment is outstanding

Staff are inspirational and the teaching is excellent. Staff are enthusiastic and constantly motivate children. Detailed observations and assessments of children's learning provide staff with a secure knowledge of their interests and stages of development. Children become heavily engaged in their learning and staff encourage them to make independent decisions. Staff skilfully incorporate learning into children's play. For example, as children take pride in successfully completing a puzzle of a tree, staff talk to them about the different parts of the tree. Staff revisit the subject a short while later to reinforce children's knowledge. Children access a sensory room where they explore lights and textured objects. Children have access to some technology and learn how to make different sounds, although managers recognise that this is an area for continued development.

Personal development, behaviour and welfare are outstanding

The bond between staff and babies is exceptionally strong. Staff have an excellent knowledge of children's routines and their interests. They inspire them to take part in activities and provide high levels of praise. Staff recognise when children need support and provide guidance and support. Staff are excellent role models and praise children for trying things for themselves. Children behave exceptionally well. They are kind and considerate towards others and have a secure understanding of why they share and take turns. Children have regular access to the outdoors. Babies have a separate area resourced with highly stimulating equipment for them to explore safely.

Outcomes for children are outstanding

Children make outstanding progress because staff provide them with unlimited opportunities. Children are happy and eager to learn, and are very well prepared for school.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY383506 |
| Local authority | West Sussex |
| Inspection number | 822343 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 48 |
| Number of children on roll | 83 |
| Name of provider | Carol Anne Benson |
| Date of previous inspection | 4 February 2009 |
| Telephone number | 01444 250531 |

Rosebud Montessori is part of the Tudor House group of six nurseries. It registered in 2008. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. There are 15 members of staff. The group manager holds Early Years Professional Status and 14 staff hold relevant qualifications from level 3 to level 6. The nursery receives free early years education for children aged three and four years. The nursery follows the Montessori approach to education.

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