

Inspection of Rainbow's End Montessori School

Parley First School, Glenmoor Road, West Parley, FERNDOWN, Dorset BH22 8QE

Inspection date: 24 June 2024

| Overall effectiveness | Outstanding |
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff have developed a meaningful, ambitious curriculum that gives children the skill to be self-assured, confident communicators. Children's attitudes towards learning are exemplary, including those with special educational needs and/or disabilities (SEND). They confidently talk with their peers and become deeply engaged in their play with one another. Children love books and independently choose to read. They initiate inquisitive conversations as they look through illustrations and ask each other questions, 'Look at this colourful salad. I can see orange, yellow and green. What can you see?'

Leaders and staff have high expectations of children. They sequentially build on children's previous learning alongside fostering their self-belief. Staff begin by teaching children to control their bodies while walking along a straight line. They expertly layer new challenges, allowing children to continue balancing with increasing difficulty while carrying different items. Children combine these skills over time and successfully carry trays with bowls of water on to a table. Once they have practised fine motor control work, picking up floating balls in the water using pincer tools, they take responsibility for tidying away. Children use their initiative to clear away any spills by getting a cloth and wiping them clean before returning resources to where they found them. Children feel safe and thrive on the respect and trust that leaders and staff have instilled in them.

What does the early years setting do well and what does it need to do better?

- Leaders and staff support the development of every child in their care with dedication. They have developed an ambitious and clearly defined curriculum. Staff observe children's needs and deeply reflected on what they need to flourish. Leaders have also worked with schools to ensure that their curriculum has the key attributes children need to be ready to make an excellent start in school. They have carefully considered how they support children to be confident communicators, enthusiastic learners and independent, capable people.
- Leaders and staff know the detailed needs of every child in their care, especially those with SEND. They accurately and continually assess children's learning and skilfully modify their interactions and activities to support their development. Staff have a sharp focus on what children need to improve. They evaluate children's successes and areas for developmental improvement alongside their curriculum and act on these to ensure all children make rapid progress from their starting points.
- Staff interactions with children are thoughtful, warm, and focused. They provide children with an emotionally safe environment in which they flourish. Staff take extra time to talk with children that are anxious and connect with them as they

share and discuss what is happening next. Children know the day's up-and-coming routines and are prepared and confident to get involved.

- Children are highly independent and excellent at initiating and maintaining their play. They regularly choose to practise and rehearse skills that staff have taught them. Children say to their friends, 'Let's play the rhyming game.' They take turns to select small figurines, such as a frog, and ask, 'What rhymes with a frog?'. Children systematically check each toy to see if it rhymes, 'It's not a van or a duck. It's a dog!' They celebrate one another's success, 'Well done, you've got it!'
- Children's behaviour is exceptional. They play well with other children, take turns, and listen to one another. Staff model respect and value every child's contributions. Children help each other when they see that others have accidentally dropped some beads. They get a dustpan and brush to help tidy away. Staff let children have a go and only intervene if they see that children need some extra guidance. They modify how children hold the brush so that they have more control, allowing them to continue and preserve sweeping up successfully on their own.
- Leaders and staff have developed excellent partnerships with parents. They are passionate about supporting families and have high expectations of children. Staff share their insights about children's development. They invite parents to join in with their children so they can observe the progress that children have made, and support them with practical ways they can further support their child at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

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| Unique reference number | EY344005 |
| Local authority | Dorset |
| Inspection number | 10346888 |
| 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 at time of inspection | 3 to 4 |
| Total number of places | 27 |
| Number of children on roll | 34 |
| Name of registered person | Hemming-Stevens, Tina |
| Registered person unique reference number | RP513620 |
| Telephone number | 01202 897677 |
| Date of previous inspection | 16 August 2018 |

Information about this early years setting

Rainbows End Montessori School registered in 2006. It is situated on the Parley First School site in Ferndown, Dorset. The school operates from 8am until 5pm for 47 weeks of the year. There are five members of staff. Of these, the manager holds early years professional status, two hold a qualification at level 3, one holds a qualification at level 2, and one is unqualified. The school follows the Montessori ethos. They offer free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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