

Inspection of Little Peoples Montessori Nursery

St Pauls Hall, Magdalen Road, Norwich, Norfolk NR3 4LN

Inspection date: 1 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and emotionally secure in this welcoming nursery. They develop friendships and play cheerfully together. Children move and arrange chairs to make a 'puppet show'. They use different voices for their puppet characters. Children invite friends to join in or to sit on chairs to watch their show.

Staff ensure children have a wide range of opportunities to be physically active and provide them with healthy meals and snacks. They have high expectations of children and help them to gain a clear understanding of the nursery boundaries and rules. Children demonstrate strong independence skills. They wash their hands before they serve themselves cereal and fruit, butter toast and pour themselves drinks. Children develop competency with a variety of tools, such as spoons, scissors, knives, juicers and pestles. Staff teach children about the different parts of their bodies. For example, children play a game where they match the relevant body part to the sense described.

All children make strong progress and demonstrate good readiness for their next stage of education, such as school. Children select favourite books for staff to read and sit in small groups to listen. Staff read clearly and emphasise key words. They talk to children about the pictures and ask meaningful questions about what might happen next. This helps to support children's literacy skills.

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

- The knowledgeable, enthusiastic manager is effective at evaluating staff teaching practice and securing ongoing development that improves children's experiences and learning outcomes. She works regularly with staff to consider ways to develop or improve their provision further. They also hold consultations with parents on significant changes, such as switching meal providers and altering menus.
- Staff encourage children to think critically and solve problems for themselves, for instance when working out how to move a heavy box or reach a ball beyond the fence. Children experiment with different materials, such as string, brooms and scoops. Staff give examples of their own problem-solving. This helps children to understand others' thinking and develop their own.
- Children develop a rich vocabulary. Staff teach them interesting words during play. For example, they encourage children to explore carved pumpkins using their senses. Children touch and lift the pumpkins and remove the lids to peer inside. They talk about how heavy the pumpkins are, how they feel, what colour they are and the facial expressions of the carved designs. Staff also teach children the links between letters and the sounds they make. Children match letters to pictures and know the letters of their name.

- The manager and staff regularly review children's progress, to identify gaps in learning and to consider areas of learning to focus on. Recently they have recognised children's interest in pretend play and provided opportunities for them to be imaginative in a newly developed role-play area. Nevertheless, there is scope to increase their partnership working with other providers that children attend to promote greater continuity in children's individual care and learning experiences.
- Parents appreciate the kind and supportive staff. They comment on how well their children have settled and the range of activities, especially gardening, that children enjoy. Parents note the independence of their children and the skills, particularly tidying and helping others, that they have gained since attending.
- Children delight in meaningful, sequenced activities. For example, they squeeze an orange on a juicer and pour the liquid into a cup to drink. This gives children a sense of pride and achievement as they master skills. Older children concentrate on tasks for extended periods of time.
- Staff know children well and make accurate assessments of their learning. They plan interesting activities which engage children and promote their progress. However, staff do not gather detailed information from parents about children's capabilities and prior learning experiences to help them swiftly identify their starting points.

Safeguarding

The arrangements for safeguarding are effective.

All staff know the signs and symptoms that may indicate a child is at risk of harm. They understand how to identify and report concerns about the welfare of a child or the behaviour of an adult. The manager also makes highly effective links with other agencies. This promotes children's safety and welfare. She ensures staff keep their knowledge up to date and regularly checks staff's understanding through quizzes and conversations. When appointing new staff, the manager follows thorough recruitment processes to assure herself that staff are suitable.

What does the setting need to do to improve?

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

- gather more detailed information on entry from parents, to precisely identify children's starting points and support focused learning from the outset
- strengthen information sharing with other providers that children attend, to promote greater continuity in children's individual care and learning experiences.

Setting details

Unique reference number	EY271645
Local authority	Norfolk
Inspection number	10113146
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	2 to 4
Total number of places	30
Number of children on roll	35
Name of registered person	W+E (Norfolk) Limited
Registered person unique reference number	RP521746
Telephone number	01603 219195
Date of previous inspection	10 December 2015

Information about this early years setting

Little Peoples Montessori Nursery registered in 2003. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm Monday to Thursday, and 8am until 4pm on Friday. The nursery provides funded early education for three- and four-year-old children. It follows the Montessori method of teaching.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager took the inspector on a learning walk across all areas of the nursery premises and explained how the early years provision and curriculum are organised.
- The inspector held a number of discussions with the manager and the provider. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- A joint observation was carried out and evaluated by the manager and the inspector.
- The inspector spoke to children, staff and parents at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

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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