

Inspection of Rosebud Montessori

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

Inspection date: 11 December 2019

Overall effectiveness **Good**

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

The ambitious leadership team works closely with their dedicated staff and together, they create a highly nurturing nursery with a strong family ethos. Staff know the children very well and build warm and trusting bonds with each of them. They foster an encouraging, praise-filled atmosphere, where children feel valued and loved and their uniqueness is celebrated.

The nursery uses Montessori teaching methods extremely effectively, particularly for the older children, where this is more of a focus. Pre-school children show high levels of motivation and concentration as they carefully choose and master a wide range of challenging activities. They take great pride in these achievements and show a strong confidence in their own abilities.

Overall, staff have high expectations for the children and the manager monitors children's progress closely to guide their curriculum and close any gaps in learning. After a recent focus on mathematics, two-year-old children have painted shapes for a new display and created a book with pictures of shapes they found throughout the nursery. Children behave very well and benefit from regular trips to visit a local retirement home. They learn to respect and care for the elderly residents, as they take part in craft and stories, and share sociable mealtimes.

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

- There is a strong and positive attitude towards growth and improvement in the nursery and leaders reflect closely on the experiences of the children. They have recently focused on igniting children's interest in the world and teaching them how to be positive members of society. For example, children are learning to recycle and turn off the taps once they are finished. Staff use these opportunities to extend children's understanding and teach them that some children do not have access to running water. Staff also invite parents into the nursery to discuss their occupations, including police officers and naval officers, building children's understanding of people who help us. Parents are highly engaged in their children's learning and are very appreciative of the 'wonderful manager and staff'.
- Overall, staff make strong use of their interactions to support and guide children's learning. Pre-school children are exceptionally well supported by the passionate Montessori teacher and staff team and they are rapidly gaining the skills needed for school. For example, children are encouraged to count beads and match them to written numbers up to 20. Their early writing skills are particularly well sequenced and there is clear progression through the range of activities. For instance, children trace textured letters with their fingers, and use tweezers to move objects, building their understanding of letters and control for

early writing.

- Staff support young babies very well and create a highly cosy and caring environment, where babies confidently and freely explore. They delight in early role play and enthusiastically act out real-life experiences. For example, they pretend to feed bottles to baby dolls, and put them on the potty. However, staff working with older babies do not consistently support their learning to the same high levels. This age group does not have consistent opportunities to engage in physical play indoors to fully support their physical development. Staff also miss opportunities to give them clear and age-appropriate words to further support their early language development.
- There is a positive focus on using songs and stories to support children's engagement and enjoyment of literacy and language. For example, during the inspection, staff introduced a guitar to the children, who excitedly sang along to their favourite songs. Two-year-old children confidently counted to five as they sang and used their fingers to show how the numbers changed. Younger babies enthusiastically join in with familiar songs and actions and watch with great interest as staff read stories, eagerly pointing to the pictures.
- Children benefit from regular access to the spacious and extremely well-organised outdoor area. They enjoy imaginary play, such as going on group train journeys with tickets, and play together harmoniously, showing strong social skills and friendships. Children learn to manage some risks, such as knowing to wipe down the slide when it is wet. However, the manager and staff have not put plans into place to teach children how to keep safe from the potential risks involved with using the internet.

Safeguarding

The arrangements for safeguarding are effective.

Leaders fully understand the importance of keeping children safe and this is a priority of the nursery. They ensure all staff keep their training up to date, including about wider safeguarding issues, such as extremist views and behaviour. Staff have a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if there are any concerns about a child's welfare. Leaders vigilantly check staff suitability and use robust recruitment procedures to minimise risks to the children.

What does the setting need to do to improve?

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

- strengthen support for older babies, to focus on supporting their early language development more consistently and give them more opportunities to engage in physical play indoors
- focus more on teaching children to identify and manage the potential risks when

using the internet.

Setting details

Unique reference number	EY383506
Local authority	West Sussex
Inspection number	10128612
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	48
Number of children on roll	69
Name of registered person	Benson, Carole Anne
Registered person unique reference number	RP904402
Telephone number	01444 250531
Date of previous inspection	21 December 2015

Information about this early years setting

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 14 members of staff, 12 of whom hold relevant qualifications from level 2 to level 5. The nursery provides free early years education for children aged two, three and four years. The nursery follows the Montessori approach to education.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the nursery by the nursery leaders and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the staff, children and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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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