

Inspection of Little Footprints Montessori Nursery

St. Marys Church, Burghfield, Reading, Berkshire RG30 3TG

Inspection date: 13 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The management team has ensured that improvements made after the last inspection have been maintained and further developed. Parents comment very positively about the nursery. They say that their children cannot wait to attend each day. Overall, staff plan good-quality activities that support children to make good progress in all aspects of their development. Children have plenty of opportunities for fresh air and to run through the mud and splash in puddles outside. During an outdoor learning activity, children had fun in the forest, climbing, balancing, and squealing with excitement as they rolled tyres down a hill. Staff praise the children for their efforts, helping to build their self-esteem.

Staff create a warm and friendly nursery where children are safe and emotionally secure. Staff enable children to share a wide range of Montessori materials, to discover, explore, learn and enhance their skills at their own pace. Children enter with excitement and enthusiasm. They gain in confidence and become increasingly independent when choosing toys and relating to others. Children enjoy stories and staff repeat new words, sing songs and encourage discussions with them as they play. Children use good manners and share equipment well. Children know the routine of the day. For example, when staff begin to sing a familiar song, children know it is time to stop and come together for circle time.

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

- Staff know the children well and gather relevant information about what children know and can do from the time they start. Staff use this information alongside their own observations to provide opportunities that help develop children's next steps in learning. Staff provide children with enjoyable opportunities to see and use their home languages as they play. They widen children's current experiences from home to support their learning. For example, they take children on forest walks to extend their exploratory skills and to learn about the world around them.
- Staff help children effectively to get the best start in early education. They use the curriculum to plan experiences for children to help develop their understanding of the local community. For example, they take them to visit the library, greengrocers and local charity events.
- Children develop independence from an early age. They use their personal skills successfully, for example when pouring their drink at snack time, and when putting their coats on. Children learn to take care of their own safety. For example, they learn how to carry sticks safely in the woods. Children learn to show respect and kindness, and develop early friendships.
- Staff promote children's communication and language well. They talk to children and ask questions that encourage them to think. Staff focus on promoting

children's language, and a love of books is skilfully woven throughout the nursery.

- Staff provide relevant and achievable activities that underpin a relevant sequence for children's learning. Children are supported to gain confidence, curiosity, physical skills, including attending to their own needs, and an ability to listen and share their thoughts. This helps prepare the children well for their next stages of learning and when starting school. However, at times, staff do not recognise when to extend children's early interest in mathematical language and concepts.
- Since the last inspection, staff have made effective changes to develop and share information with parents about the curriculum and their children's learning. They talk to them daily and invite them to attend a meeting to discuss their child's progress. Parents like the range of verbal and electronic communication information they receive about what their child is doing, and how they can support their child's learning at home.
- The manager supports staff effectively with a programme of supervision and professional development to help them build on the skills they need. However, systems to monitor and improve staff's performance are not yet sharply focused enough on improving their interactions to higher levels. Managers have high-level qualifications and are experienced childcare practitioners.
- The manager and staff are ambitious. They are focused on continually improving the quality of the nursery. They reflect effectively on the overall effectiveness of the nursery. They gather feedback from parents and children and use this to identify improvements.

Safeguarding

The arrangements for safeguarding are effective.

Staff place a high priority on keeping children safe. They regularly check the number of children and the resources, and remove any identified hazards. This helps to provide a safe environment for children to play. The manager understands her role as designated safeguarding lead. She frequently checks staff's knowledge on a range of safeguarding issues to ensure they know how to keep children safe from harm. All staff complete relevant safeguarding training and have a secure understanding of what to do should they have concerns about a child. Furthermore, they are familiar with the indicators of children being at risk of extreme views and wider aspects of child protection.

What does the setting need to do to improve?

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

- develop staff's knowledge and understanding of how to extend children's early interest in mathematical language and concepts

- enhance systems to monitor staff's interactions and focus more precisely on improving their performance to the highest levels.

Setting details

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| Unique reference number | EY561097 |
| Local authority | West Berkshire |
| Inspection number | 10117875 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 60 |
| Number of children on roll | 28 |
| Name of registered person | Little Footprints Childcare Limited |
| Registered person unique reference number | RP561096 |
| Telephone number | 07376 231883 |
| Date of previous inspection | 8 July 2019 |

Information about this early years setting

Little Footprints Montessori Nursery registered in 2018 and operates from St Mary's Parish Centre in Burghfield, Berkshire. It is open Monday to Friday from 8am to 6pm, during term time only. The nursery employs six members of staff. Of these, six hold appropriate early years qualifications at level 2, 3, 6 or 7. This includes one with a Master's degree, and another who holds qualified teacher status. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The manager and the inspector carried out a joint observation. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The manager and the inspector held a meeting. The inspector spoke with staff, the nominated individual and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

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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