

# Inspection of Tiggy's Montessori Nursery

Newport Rugby Club, Forton Road, Newport, Shropshire TF10 8BU

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Inspection date: 2 March 2020

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## **Overall effectiveness**

## **Outstanding**

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

Children happily enter the stimulating and appealing environment, where they have the time and space to initiate their own play. Throughout the day, all children receive positive and high-quality interactions from staff. Children have outstanding opportunities to be creative and can express themselves in a variety of ways. They work together well, for example, as they collect sequins for their artwork. Children show delight as they independently select from a wide range of equipment that promotes their learning and development exceptionally well. For example, as children pour water down the track, they investigate early mathematics in the outdoor learning environment by comparing the volume of water in the jugs. Children become engrossed in engaging activities that actively promote their skills for the future. For instance, they handle the various tools in the forest school and understand how to keep themselves safe. Children are enthralled as they watch an experiment about volcanoes and expertly discuss what will happen when they mix the ingredients together. They show amazement as the chemical reaction overflows, like a lava flow. Children's behaviour is impeccable, and they are incredibly well mannered. They clearly understand the routine of the day as they wash their hands, serve themselves a snack and wash the dishes afterwards. Children gain excellent skills to prepare them for their eventual move to school, and are extremely independent.

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

- The manager is very enthusiastic and passionate, and shows extreme dedication to the quality of education children receive. She works closely with others to evaluate the provision and uses the information gained to make continuous improvements. For instance, the manager and staff collaborated to develop children's upper arm and shoulder strength to support their early writing skills. They have removed the chairs in the creative area to allow children to further strengthen their arms while playing with dough.
- The manager and staff form excellent partnerships with parents. The manager holds workshops to deepen parents' knowledge in different areas, such as the early years foundation stage (EYFS) and the Montessori curriculum. Staff regularly share knowledge of children's development through parents' evenings and the online learning journal. Additionally, they gather robust information from parents and have inspirational procedures in place to help children with separation anxiety settle when they first start.
- The curriculum is well structured. Staff have a comprehensive understanding of the Montessori approach and apply it effectively. They ensure children are making excellent progress in all areas by completing robust assessments against the Montessori curriculum and the EYFS. They accurately identify areas of development for children and expand on their learning by planning and

providing exciting and stimulating activities.

- Children of all ages and abilities make exceptional progress from their starting points. This includes those children with special educational needs and/or disabilities. The manager uses funding exceptionally well to help children reach their full potential. Staff support children to make the best possible progress, through strong partnerships with other early years professionals.
- Staff differentiate activities to meet the children's individual needs and children challenge themselves with the resources provided. Children have a positive approach to their learning experiences and excitedly share their learning book with the inspector. Children become engrossed in their imaginative play and with the activities on offer. Staff expertly know when to give support to children and when to allow their ideas to flourish.
- The manager provides excellent support to staff. Staff praise the manager for her 'hands-on' approach. They say she understands the pressures they may face and provides immediate support when required. The process for monitoring the quality of teaching from senior staff members is highly effective and staff are constantly developing their practice to meet the needs of children. Staff also attend beneficial training to build on their already impressive skills and knowledge.
- Staff give outstanding support to children, enabling them to become confident, independent and unique individuals. They give children the flexibility to revisit what they have already learned and expand it in their own distinctive ways. As a result, children are self-reliant and manage their personal care needs. The superb key-person system ensures staff know the children extremely well. They give children emotional support and empower them to continue their learning with reassurance.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff show outstanding knowledge and understanding of the safeguarding and child protection policies in place. They are aware of the signs to look out for and who they should contact to help keep children safe. The manager keeps robust records and documentation to protect the welfare of children. She follows robust recruitment procedures to ensure the suitability of staff. Staff teach children how to remain safe. For example, children have an active role in risk assessing the activities and learning environments. The manager takes effective daily actions to ensure the nursery is consistently safe and secure.

## Setting details

<b>Unique reference number</b>	EY334313
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10116468
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Withers, Nicola Mary
<b>Registered person unique reference number</b>	RP906703
<b>Telephone number</b>	01952 810 021
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

Tiggy's Montessori Nursery registered in 2006. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including two with an International Diploma in Montessori. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 4pm Monday to Thursday and 8.30am until 3.30pm on a Friday. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Green

## Inspection activities

- The inspector observed the quality of teaching during activities. She assessed the impact this has on children's learning.
- The inspector looked at a sample of the nursery's documents. This included evidence about the suitability of staff.
- Discussions were held with the manager, staff, and parents, and the inspector interacted with children at appropriate times during the inspection.
- The inspector completed a joint observation of a planned activity with the manager of the nursery.
- The inspector toured the nursery and held discussions with the manager about the early years provision and how the curriculum is organised.

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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