

Inspection of Primrose House Montessori

76 Franklynn Road, HAYWARDS HEATH, West Sussex RH16 4DJ

Inspection date: 12 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 members of the highly skilled and passionate leadership team work tirelessly with their dedicated staff to implement an ambitious and engaging curriculum. They use the Montessori teaching method to great effect, throughout the nursery, to inspire children's learning and ensure they benefit from diverse experiences. Children are remarkably confident, enthusiastic and independent learners. They show exceptionally high levels of motivation in their learning and persevere eagerly through challenges. For example, after staff demonstrated how to safely hammer pins into cork boards, children exuberantly jumped at the chance to have a go themselves. They showed great concentration and, after watching staff intently and practising repeatedly, they mastered this new skill. Other children sitting nearby celebrated this achievement with glee, showing wonderful relationships and kindness.

Staff have high expectations for what children can achieve and support children's learning very well. Children benefit from inspiring opportunities to learn about the world around them and what it means to be part of society. For example, they learn about their right to be safe, educated and valued. They thrive on responsibilities such as recycling waste in the nursery, and making group decisions as part of the children's council. Children's emotional well-being is fostered exceptionally well and this is a major strength of the highly nurturing nursery.

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

- The pre-school, in particular, is heavily influenced by Montessori methods and children benefit from the expert guidance of a highly experienced Montessori teacher. She works closely with the passionate pre-school team, to skilfully and sensitively guide children through a broad range of challenging activities. For example, children excitedly learn about the continents of the world as they explore globes and world puzzles, learning new words such as 'Asia' and 'Antarctica'. Children also explore the concepts of floating and sinking, and staff challenge them to predict, investigate and recap their understanding. For example, children excitedly hunted for objects that would float, tested their ideas and then categorised them, working out that wood always floats. Pre-school children are highly inquisitive learners.
- Staff support younger children very well and have clear strategies in place to sequence their learning. For example, two-year-old children develop their hand strength and control as they explore dough and sand, and use tools to make marks. Staff working with babies, focus heavily on early language development, and use songs and stories skilfully to engage children in learning and using new words. Two-year-old children show a particular love of books and excitedly help staff tell the stories, eagerly remembering what comes next and repeating the

parts they know by heart.

- Overall, staff know the children very well and assess their development closely. However, when there is a change of key person, staff do not always share information efficiently enough, from the very beginning, to ensure the new key person has a full understanding of the child's learning needs. Staff do not fully recognise the benefit of giving children who speak English as an additional language opportunities to hear and use their home languages. This would enhance their overall language development further.
- Staff are exceptional role models and children behave remarkably well for their ages. They are learning the language of feelings and use corresponding colours to describe their emotions throughout the day, such as feeling 'green and happy'. Children confidently know that it is good to talk about how they feel and they use a special box of books and toys to help regulate their feelings when needed. They independently think about how others might feel and how they can help. For example, one child noticed another was struggling with a puzzle and said, 'You can do it.' as they offered their support and encouragement. Children have wonderful social skills and are extremely respectful of others.
- Children of all ages feel incredibly happy, safe and secure, and explore the thrilling nursery setting with great confidence. Highly attentive staff build exceptionally strong and trusting bonds with children, who feel loved, valued and listened to. Babies delight in looking at photographs of their family as they snuggle up close to staff and show an overwhelming sense of belonging.
- Leaders are inspirational and support staff very well in their professional development. They ensure staff are as happy as they can be in their role. This helps to create a uniquely positive atmosphere, full of fun and laughter, where staff and children flourish. Staff benefit from continuous coaching, training and support and make up a highly experienced and skilled team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have thorough systems in place for the recruitment, induction and training of staff. Staff adhere closely to the robust policies, procedures and risk assessments, to fully promote children's health, safety and well-being. Staff demonstrate an excellent knowledge and understanding of all aspects of safeguarding matters. This includes their awareness of possible indicators of abuse and the procedures to follow in order to make timely referrals. Staff are vigilant in their responsibilities in relation to the 'Prevent' duty guidance. Leaders and staff ensure parents and children fully understand the risks involved with using the internet and give extensive guidance in this area.

What does the setting need to do to improve?

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

- strengthen the arrangements to share information about individual children when there is a change to their key person
- give all children who have English as an additional language, opportunities to hear, use and explore their home language, to support their language development even further.

Setting details

Unique reference number	EY416912
Local authority	West Sussex
Inspection number	10128620
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	64
Name of registered person	Benson, Carole Anne
Registered person unique reference number	RP904402
Telephone number	01444 628325
Date of previous inspection	7 June 2016

Information about this early years setting

Primrose House Montessori registered in 2010 and is located in Haywards Heath, West Sussex. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate qualifications from level 2 to early years professional status. The nursery follows Montessori teaching methods.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the nursery by the manager and carried out a learning walk to discuss the curriculum.
- During the inspection, the manager and the inspector discussed the play activities and children's learning and undertook a joint observation of an activity.
- The views and opinions of the 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 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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