

Inspection of Bright Bambini Montessori

29 Alexandra Road, Peterborough, Cambridgeshire PE1 3DE

Inspection date: 10 September 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are helped to settle into the nursery by kind and supportive staff. Those new to the nursery quickly gain the trust of staff and begin to form positive relationships. Staff speak to new children in their home language to reassure them and help them feel secure. Children demonstrate confidence in their surroundings and approach staff and visitors with ease. They happily access the resources and activities on offer. Children are taught to be gracious and courteous, and staff encourage positive self-esteem, which helps to prepare children for their life ahead.

Children show good perseverance in tasks. For example, when their tower of blocks keeps falling, they think about ways they can prevent this from happening. Children are curious and like to explore. They are introduced to new textures, such as wheat, and learn how to grind this into flour as part of the process of how bread is made. Staff complement and extend children's learning through books, which they use to find out all about a combine harvester.

Children behave well and any minor disagreements are swiftly handled by staff. New children to the setting are beginning to understand the nursery rules and boundaries. Children know where to put their belongings and to tidy away toys when they have finished playing. On the climbing wall, children are confident to tell others when it is their turn.

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

- Staff have high expectations for every child. A well-thought-out curriculum, using the Montessori ethos, supports children to gain the skills that they will need for their future learning. Staff demonstrate a good understanding of children's personalities and individual learning styles. They help children to build on what they already know.
- Staff understand the importance of developing children's language and communication skills. They engage in conversation and introduce a wide and interesting range of vocabulary, such as 'parallelogram', when learning about unusual shapes. Children show a great interest in books. They listen intently to familiar stories and confidently answer questions about what they can see on the page. Staff use a range of props to help bring the stories to life.
- Children with special educational needs and/or disabilities are well supported in the nursery. Staff regularly review children's progress and discuss this with parents. They seek and follow advice from professionals involved in the children's care to help close any gaps in their learning and to give them the best start in life.
- During the COVID-19 (coronavirus) pandemic, staff used a variety of ways to support those children and families who did not attend the nursery. For

example, they made videos online of themselves reading stories. Children were provided with packs of activities which included art and craft materials and packets of cress seeds to grow. Parents were given ideas of how to support learning at home, which were well received.

- The manager ensures there is constant communication with parents. This is delivered in many ways, including through an online assessment system, newsletters and a private social media platform. Montessori practical life activities are shared weekly to help promote consistency between home and the nursery. Parents feel staff are friendly and easy to approach. They feel their children are helped to be independent and well prepared for school.
- Staff support children in their chosen activities. They are attentive and follow children's interests and emerging learning needs. However, on occasions, staff do not give children enough opportunities to express their creative ideas.
- Occasionally, staff do not recognise when children are deeply engaged in their play. They interrupt children to engage them in different activities.
- Children show independence in their self-care. They use the toilet themselves and learn to dress for outdoor play. Children help with tasks such as washing up plates and cups after lunch, which helps them to gain a sense of responsibility.
- The manager demonstrates passion and vision for the future. She consistently evaluates the ongoing performance of the nursery and considers the views of staff and parents. Staff feel they are managed well, receive good support and are given meaningful professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to report any concerns they may have about any children or the adults they encounter. Staff attend regular safeguarding training to keep their knowledge refreshed. The manager follows safe recruitment procedures, and processes are in place to ensure staff continue to be suitable to work with children. The environment is safe and secure.

What does the setting need to do to improve?

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

- enhance opportunities for children to explore their creativity and develop their own ideas
- review staff practice and help them to recognise when to intervene in activities so that children can play without interruption.

Setting details

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| Unique reference number | 2562962 |
| Local authority | Peterborough |
| Inspection number | 10206651 |
| 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 at time of inspection | 2 to 6 |
| Total number of places | 28 |
| Number of children on roll | 40 |
| Name of registered person | Bbmc Ltd |
| Registered person unique reference number | 2562961 |
| Telephone number | 07400167586 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Bright Bambini Montessori registered in 2020. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday all year round. Opening hours are from 8am to 6pm. Before- and after-school care is provided to primary school children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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