

# Inspection of Norman Court Montessori CIC

Norman Court School, Norman Court, SALISBURY SP5 1NH

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Inspection date:

27 September 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The quality of teaching is variable. At times, staff do not provide children with enough high-quality interactions to challenge and build further on what they already know. During some activities, confident children follow their interests well. However, younger or quieter children do not always receive enough support or interaction to support their engagement. Due to weaknesses in the implementation of the curriculum, children do not make the maximum progress they are capable of making. Nonetheless, the key-person system is secure and children have warm trusting relationships with staff. This is shown when they confidently approach staff for cuddles and to share their experiences. Children learn to share and take turns. They are happy, safe and settled and enjoy their time in the nursery.

When teaching is of better quality, staff inspire and encourage children's interests. For example, children like to play outdoors and hunt for bugs in the garden. They are supported to learn new skills and choose from a wide range of resources. Children have plenty of opportunities to be physically active and learn about leading a healthy lifestyle. Children show they enjoy taking risks as they negotiate ramps, space and speed on balance bikes and scooters. Children's communication and language are supported by impromptu songs and stories throughout the day. They learn early mathematics when pouring and counting various-sized containers in the water tray.

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

- Some improvements have been made to support children's learning since the last inspection. Staff offer a varied curriculum, however, at times, it is not ambitious enough. On occasion, staff do not demonstrate high expectations of the maximum potential of what the children can learn. Nonetheless, children develop some of the skills they will need to support their future learning and show they are making progress from their starting points.
- Staff obtain good information from parents when children first start. They regularly share updates to ensure continuity of care and learning. Parents are happy and explain how the setting's online app is also used by staff to share relevant information with them.
- Staffing arrangements meet the needs of the children. Staff have a good knowledge of their key children, including their development and what makes them unique. Staff are attentive to children's care needs, including those children with special educational needs and/or disabilities. They use resources appropriately to ensure children's needs are met effectively.
- Children enjoy creative play. Older children have good access to colourful materials and use these to make marks in their own way. Younger children enjoy exploring the texture of cooked pasta and fluffy pom-poms. However,

opportunities are generally missed to extend and challenge children's learning and imaginations even further, particularly during child-initiated activities, such as pretend play.

- Overall, most children are beginning to manage their own behaviour. Staff remind them of the boundaries that keep them safe. However, not all approaches to challenging behaviour are successful and this can lead to some minor disruption. That said, staff do take action to ensure that children receive praise and reassurance.
- Leaders have recently started to monitor staff practice through observation and supervision meetings. This means staff are being supported to recognise learning opportunities to raise the quality of teaching. Staff are well qualified and have good access to further training to improve their professional development. Recent training has included the role of the key person, the early years foundation stage and safeguarding.
- Children enjoy healthy meals and food is plentiful and nutritious. Staff are familiar with children's individual dietary requirements. Breakfast is a range of cereals, followed by a cooked lunch, and healthy snacks in-between. Staff sit with children at mealtimes, which are a sociable time.
- Staff have focused on supporting children's independence and well-being, as a result of the COVID-19 (coronavirus) pandemic. They provide fun activities that encourage children to feel secure but are also involved in activities that interest them. For example, children enjoy different themes on animals and transport throughout their play. Children learn about the wider world as they enjoy growing and taking care of the carrots, beans and tomatoes.

## Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting arrangements help to ensure that those working with children are suitable for their role. Staff have a suitable knowledge and understanding of child protection. They describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. Leaders ensure that staff undertake regular training so their knowledge remains current. Staff supervise children closely while encouraging them to take appropriate risks. The premises are secure to prevent unauthorised visitors from entering. Staff ensure children's safety, such as checking they wear safety helmets, when riding bikes.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure staff provide all children with consistent high-quality interactions to build on children's knowledge and skills and enable them to move rapidly forward in their development.	14/10/2021
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**To further improve the quality of the early years provision, the provider should:**

- support staff in recognising the rich and spontaneous opportunities, which arise during children's imaginative play, to challenge their thinking and learning even further
- build on the behaviour strategies that are already in place to ensure staff manage children's behaviour appropriately and help younger children understand more about the affect their actions have on others.

## Setting details

<b>Unique reference number</b>	EY465377
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10205443
<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>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Norman Court Montessori Community Interest Company
<b>Registered person unique reference number</b>	RP905896
<b>Telephone number</b>	01980 863 997
<b>Date of previous inspection</b>	4 May 2021

## Information about this early years setting

Norman Court Montessori CIC opened in 2013. It operates from the grounds of Norman Court School near Salisbury. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery opens on weekdays from 8am to 6pm for 51 weeks of the year. A holiday club runs during school holidays for school-aged children. The setting employs 13 staff to work with the children. Of these, eight hold early years qualifications at level 3 or above. The setting uses the Montessori teaching method.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they monitor children's learning.
- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The provider and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the quality manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including staff qualifications, staff's records and evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- 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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