

Report for childcare on domestic premises

Inspection date: 11 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They are pleased to see their teachers and friends when they arrive at the setting. Children confidently say 'goodbye' to their parents at the beginning of the day and quickly start to play. This shows that children feel safe and secure. Children behave well and demonstrate good manners, saying 'excuse me' when they want to talk to an adult. Children demonstrate high levels of confidence and social skills. They hold long conversations with visitors, sharing stories from home. Furthermore, children are proud of the nursery and are keen to show visitors the toys and resources that they play with.

Children enjoy the well-organised and inviting environment. They freely access the wide variety of resources and activities available to them. Children choose and lead their own play, which helps to enhance their decision-making and independence skills. Children have free flow access to the outdoor area in all weathers. They enjoy the benefits of fresh air and enhance their physical skills. For example, children practise their balance and coordination skills on wooden beams. They learn how to safely take risks as staff support them to climb the low branches of a small tree.

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

- Staff support children well to independently take care of their personal needs. Older children take themselves to the toilet and younger children learn how to wash their hands. Children learn how to keep themselves healthy. They enjoy nutritious snacks and staff talk to them about making healthy food choices.
- Self-evaluation processes are effective and include the views of parents and children. Staff gather feedback from children on what they like to play with, which is used to inform future planning for learning.
- Staff provide plenty of opportunities for children to successfully develop their communication and language skills. They introduce new vocabulary, such as 'tweezers' and 'bull-dog clip', in everyday play. When staff speak to children, they get down at the children's level, speak clearly and use correct pronunciation. However, children whose first language is not English do not have consistent opportunities to use their home language at the setting.
- Children enjoy being with their friends and are very respectful to staff and their peers. They listen to staff and respond positively to their requests. For example, when children have finished with an activity, they return resources to the shelves. Additionally, they are kind and caring to each other. For instance, they use gentle words of encouragement to soothe an upset child.
- The provider and staff complete a range of training to ensure their knowledge and skills are up to date. The provider uses children's assessments effectively to identify gaps in staff knowledge. For example, staff have recently completed

communication and language training to support children with emerging concerns. This ensures ongoing training focuses on the needs of the children attending the setting.

- Staff predominantly follow the Montessori method of teaching. Children enjoy interesting activities that, overall, cover all areas of learning well. For example, they develop their physical, imaginative and mathematical skills when they count the number of cherries they have made from play dough. However, staff do not fully support children to learn about similarities and differences between themselves and others.
- Staff know children in their care well and have strong bonds with them. They give children plenty of praise and encouragement, which positively enhances their self-esteem. Children demonstrate that they feel safe and secure as they seek out adults for cuddles when they need reassurance. Furthermore, staff support children very well from the outset. For example, settling-in processes for children starting at the setting are individual and flexible.
- Staff work closely with outside agencies, such as speech and language therapists, to ensure children get the help they need to make continued progress.
- Staff use a range of ways to support children to enhance their literacy skills. For example, they read and share books with children and support them to recognise their name cards at lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed safeguarding and child protection training. They have a good knowledge of the signs that children may be at risk of harm. Staff demonstrate a robust understanding of the processes to follow should they have concerns about a child's welfare. The designated safeguarding lead confidently understands her role. The nursery building and outdoor area are safe and secure. Staff complete risk assessments to ensure the ongoing safety of children. For example, staff carry out daily checks of the environment to identify and minimise any potential hazards.

What does the setting need to do to improve?

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

- build on the opportunities for children who speak English as an additional language to use their home language, to further support their development of speech
- provide more opportunities for children to learn about similarities and differences between themselves and others in the wider world, to broaden their understanding of diversity.

Setting details

Unique reference number	EY377599
Local authority	Kent
Inspection number	10136966
Type of provision	Childcare on domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	23
Registered person unique reference number	RP510855
Date of previous inspection	16 February 2015

Information about this early years setting

Stowting Montessori Nursery registered in 2009 and is located in Stowting, Kent. It opens Monday to Thursday from 9am to 3pm during term time. There are five members of staff. Of these, one holds a relevant childcare qualification at level 4 and two hold level 3. The nursery adopts a Montessori approach to teaching. It is in receipt of free early education funding for children aged three and four years.

Information about this inspection

Inspector

Michaela Borland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector held discussions with staff, children and parents throughout the visit and took their views into account.
- The provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The provider and the inspector completed a joint observation of staff practice.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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