

Inspection of Chichester Montessori Limited

Vinnetrow Farm Business Centre, Vinnetrow Road, Runcton, Chichester, West Sussex PO20 1QH

Inspection date: 28 January 2022

Overall effectiveness	Outstanding
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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 are delighted to arrive at the setting and get started with their day. Parents and children are welcomed to the setting in a personal and individual manner, allowing children time to excitedly begin conversations with practitioners. Older children self-register with ease and carefully put away their belongings. Younger children are supported as they do the same and demonstrate high levels of confidence as they put their coats away and take off their shoes. Children begin their day eager to explore inviting resources of their choice. Children demonstrate a love for learning as they excitedly ask questions about the focus week dinosaur activity that is waiting for them.

Practitioners and managers show high expectations for children and provide tremendous thought and attention as they plan enticing activities. Children are supported in feeling safe and secure as they develop their physical skills through a variety of activities, including climbing and balancing.

Children engage in particularly in-depth, continuous conversations with practitioners throughout their play. Practitioners support language development immensely as they repeat words clearly to the children. They offer them ample opportunities to learn new words and build upon their own vocabulary.

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

- Parents are exceedingly happy with how practitioners and managers support their children and family. They are regularly kept up to date with their children's learning and personal progress. Practitioners work with parents to settle the youngest babies into the setting. For example, practitioners use their experience to offer suggestions on changes to attendance patterns to support the needs of the child.
- Managers have a clear and ambitious curriculum that is consistently implemented across the setting. The children are continuously provided with meaningful experiences by enthusiastic and engaged practitioners who know each child well. Children talk fondly of past activities and the knowledge that they have gained, for instance planting seeds. They are confident to explain what seeds need to grow and how best to care for plants in different weather.
- Children's communication and language development is supported to the highest possible level throughout the setting. Children of all ages are confident to begin conversations about their interests. For example, children talk excitedly about ice skating. Practitioners offer questions and descriptive vocabulary as the children discuss their experiences.
- Children behave remarkably well at the setting. They have a superb understanding of what is expected of them and why. Children demonstrate high

levels of respect for one another and have access to plenty of resources which support them with sharing and turn taking. For example, children use sand timers as they wait their turn. Practitioners use 'golden rules', which are represented in picture form around the setting. As a result, children understand them clearly and rarely need reminding.

- Children's physical development is fully supported throughout the setting. Older children demonstrate fantastic levels of independence and confidence as they tend to their own self-care needs. They independently contribute to cleaning routines, which they thoroughly enjoy. Younger children are supported in building their confidence. For example, practitioners enthusiastically talk them through different care routines. They give them opportunities to be independent and offer them plenty of praise when doing so.
- All children, including those with special educational needs and/or disabilities (SEND), are supported well to ensure they achieve the very best outcomes. For example, practitioners engage with the local early years team to facilitate focused meetings for children they have identified as needing additional support.
- Practitioners offer a range of opportunities to develop children's literacy skills and writing. For example, practitioners model writing throughout the day and children imitate this, continuously finding opportunities to 'make lists' and 'do work'. Children delight in sharing books with others in the book area. They look at the pictures and take their time to explain what is happening in the story.
- Managers support practitioners' development immensely. They provide ongoing training and opportunities for them to further their responsibilities. Practitioners understand their roles and take pride in progressing further. Managers have high regard for the well-being of practitioners. They listen to feedback and constantly strive to improve practices.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements at the setting are concise and robust. Practitioners demonstrate clear knowledge of how to report any concerns or allegations regarding adults working with children. They understand the process that must be followed should they have concerns about children in their care. Managers carry out regular safeguarding audits at the setting. They ensure training is updated frequently so that the highest levels of safeguarding knowledge are retained. Managers have secure knowledge of how to assess the ongoing suitability of their employees. Practitioners and managers are fully aware of their responsibilities and know how to keep children safe.

Setting details

Unique reference number	EY239075
Local authority	West Sussex
Inspection number	10128580
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	1 to 4
Total number of places	64
Number of children on roll	76
Name of registered person	Chichester Montessori Ltd
Registered person unique reference number	RP520807
Telephone number	01243 788331
Date of previous inspection	14 August 2015

Information about this early years setting

Chichester Montessori Limited first registered in 1996. It is situated in the village of Runcton, in Chichester, West Sussex. The nursery is open from 8am to 6pm each weekday, throughout the year. There are 22 members of staff: the manager holds early years professional status; one member of staff holds qualified teacher status; 12 other staff hold relevant childcare qualifications and the remainder are unqualified support staff. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery combines the early years foundation stage with the Montessori method of teaching.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed all areas of the setting and observed children during play.
- The manager led a learning walk with the inspector.
- The inspector carried out a joint observation with the manager.
- The inspector viewed documentation relating to staff suitability.

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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