

Inspection of The Rugby Montessori Nursery School

Rugby Montessori Nursery School, Vicarage Road, Rugby CV22 7AJ

Inspection date: 27 January 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely happy and are welcomed by staff who are enthusiastic, warm and caring. They settle in very quickly to play with their peers and are actively keen to greet the other staff. Staff know the children exceptionally well and provide the attention that they need. This helps children to consistently feel safe and secure in this nursery.

The atmosphere in the nursery is calm. Children are industrious and focused in their play. They access a vast range of resources that ignite their interest and stimulate their learning. Children consistently build on their learning through highly effective interactions with staff. For example, very young children watch staff intensely as they learn how to use a cake resource. Children are highly motivated to have a go for themselves and successfully cut the cake into slices. They thrive on the well-timed praise from staff, which helps them to feel proud of their achievements.

Children rapidly develop strong independence and self-helps skills. Older children skilfully dress themselves for play outdoors. They proudly show how they expertly use their cutlery at lunchtime. The youngest children wash their hands with increasing skill and competently feed themselves. Children make significant and rapid progress from their starting points. They develop all the skills and understanding they need for their future learning and eventual move on to school. Children continue to arrive and be collected from the nursery front door due to the COVID-19 pandemic.

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

- Managers have developed a highly comprehensive and ambitious curriculum for what they expect children to achieve during their time in this child-centred nursery. All staff share an excellent understanding of each child. They expertly use the detailed information gained from parents when children start, to provide consistently high-quality learning experiences for each child which precisely focus on the sequences of learning they need to make exceptional progress.
- Staff rigorously monitor children's development. They identify quickly where children may need additional support. Swift action is taken to gain the right support that these children need. As a result, all children, including those with special educational needs and/or disabilities, receive the expert support they need to make high levels of progress.
- Children gain a vast range of experiences to help deepen their understanding and enhance their enjoyment of learning. For example, staff innovatively use a familiar story to teach children about sharing and kindness towards others. This helps children to think about their own behaviour and that of others. Children

have lively and inspiring discussions with staff about what is good and not so good behaviour.

- The nursery environment is rich in language. Staff model language for communication exceptionally well. They are highly skilled to ask questions which motivate children to think. For example, young children actively contribute to a discussion to explain what an ambulance is for and what the people do. The youngest children develop speaking skills exceedingly well. They display high levels of confidence as they excitedly share what they know about different animals. They laugh as they make the sounds and are keen to say which animal this is.
- The oldest children are enthusiastic to learn how to use resources that are new to them. Staff provide an expert demonstration of how they are to be used. For example, they show children how to use a series of inset shapes which vary in size. Children observe intently and then focus precisely to follow the steps they have been shown. Staff are acutely perceptive and recognises the signs that show children are ready for their next challenge. Staff present the shapes differently to extend children's thinking even further.
- Children are motivated to learn about the similarities and differences of others within our communities in a vast range of ways. For example, parents spend time in the nursery to share their first-hand knowledge of the festivals they celebrate and the differences in their cultures, such as using chopsticks. Staff innovatively extend this learning and children delight as they engage with stories, food tasting and trying on different clothing.
- Children develop excellent physical skills. For example, the youngest children have great fun as they practise rolling balls with staff. They gasp with awe as they catch them successfully. The oldest children are highly motivated to work together as they design a challenging obstacle course to walk and jump along. They discuss and make adjustments as they move along it, developing their problem-solving skills.
- Parents speak extremely highly of the staff. They say that they value the wealth of information they receive about how well their children are achieving. Parents say how exceptionally happy their children are to attend. They speak positively about the weekly report they receive, which informs them of what children have been learning and what they will be learning next.
- Discrepancies were found in the details of the leaders' registration status. Leaders have taken swift and appropriate action to resolve this matter.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff demonstrate a robust understanding of their duties to safeguard children. All staff are extremely knowledgeable of the signs that may indicate a child is vulnerable to abuse. They know the procedures they must follow when they have concerns about children's welfare and in the event that an allegation may be made against a colleague. They understand how to escalate concerns if the need arises. The play environment is rigorously checked to ensure

that it is safe for children to attend. The recruitment procedures are robust. This includes the background checks that are carried out to ensure that staff continue to be suitable to work with children.

Setting details

Unique reference number	2622215
Local authority	Warwickshire
Inspection number	10218099
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	48
Name of registered person	Garland, Jane Antonia
Registered person unique reference number	RP903217
Telephone number	01788811218
Date of previous inspection	Not applicable

Information about this early years setting

The Rugby Montessori Nursery School registered in 2020. It operates from 8am to 6pm, Monday to Friday, all year round, except bank holidays. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications from level 6 to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputy manager and has taken this into account in their evaluation of the setting.
- The deputy manager and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection. A joint evaluation of the quality of teaching during an activity took place between the deputy manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the deputy manager, and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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