

Inspection of Absolute Angels Montessori Nursery

Christ Church, Welsely Hall, Stoneham Street, Coggeshall, COLCHESTER CO6 1TT

Inspection date: 24 May 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are greeted at the nursery door by kind and smiling staff who help them to settle quickly. Children are independent as they place their lunch box on the trolley and eagerly find their own coat peg. This provides them with a sense of belonging. Younger children are motivated learners who enjoy playing in the safe and stimulating environment. They are particularly focused cutting wooden vegetables and fruit in half and joining them back together. This helps them to develop the small muscles in their hands in preparation for writing. Younger children show a love of books. They smile with delight as staff read them their favourite stories. Staff's enthusiasm and use of intonation really capture their attention and develop their listening skills. Children understand the expectation to take care of books.

All children benefit from a language-rich environment that builds on their communication skills. Younger children begin to link words together. Older children speak in complex sentences. Children are confident and curious individuals. Older children invite visitors to join them in their play. They ask staff questions about nature as they thoroughly enjoy exploring outdoors. Children learn to be careful as they handle worms and snails. They benefit from regular outings in the local community. Children learn about road safety on their trips, and they develop an understanding of people, communities and the wider world.

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

- Staff create a sequenced curriculum that incorporates children's evolving interests. They know the children they care for well. Staff use their knowledge of child development to offer a wide range of interesting learning opportunities that help children to make good progress.
- Children enjoy lots of exercise and fresh air to support their physical skills and health. They confidently ride tricycles, skip and assess risks as they jump off tree stumps. Staff make nappy changing a truly positive experience. They sing familiar songs as they change children's nappies. Children show that they feel safe and secure as they frequently snuggle up to staff.
- The manager and staff swiftly identify children who need additional support and those with special educational needs and/or disabilities through their regular assessments. They work in partnership with parents and other professionals to ensure a suitable curriculum is put in place. Where formal plans are needed, these are completed in time for children to move on to the next stage in their learning with the correct level of support.
- Children show an understanding of the clear boundaries in place to respect each other. Older children know to put their hand up and wait for their turn to speak during whole-group time. Staff calmly manage children's minor disagreements.

They know when it is appropriate to allow older children time to work out differences themselves. This means that children are beginning to regulate their own behaviour.

- Parent partnerships are strong. Staff provide a wealth of opportunities for parents to be involved in their children's learning. The principal leads regular information evenings that help parents to gain a better understanding of how to support their children's learning at home. These include ideas to incorporate mathematics and language in daily routines, as well as the skills needed to prepare older children for their move to school. Staff share regular updates about children's achievements on an app and through verbal exchanges of information. Parents comment on how their children are nurtured in their learning and describe the staff as 'brilliant'. Staff work in partnership with most staff at other settings that the children attend. However, they have not developed working partnerships with all other settings to support all children's continuity in learning effectively.
- The principal and the manager support staff to build on their knowledge and skills. Regular supervision meetings help to identify and build on staff's practice. However, there is scope to further support staff to ensure that a higher level of teaching is consistent. For example, when a group of children express a keen interest in scooping up soil and mixing it with water in a container, staff miss opportunities to build on children's imagination and understanding of weight and capacity.

Safeguarding

The arrangements for safeguarding are effective.

The principal and the manager provide regular training to help staff understand their safeguarding duties. The manager and staff know that they all have a responsibility to act quickly to keep children safe. They know the signs and symptoms that might suggest that a child is at risk of harm. This includes safeguarding issues such as children being exposed to extreme views and ideas. The manager and staff know the correct action to take if they have a concern about the welfare of a child, parent or an adult working with the children. Robust recruitment procedures are in place to ensure that individuals working with children are suitable to do so.

What does the setting need to do to improve?

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

- support staff to provide higher levels of teaching and interactions to further extend children's learning experiences
- develop partnerships with all other settings that children attend, to promote continuity in children's learning and development.

Setting details

Unique reference number	404692
Local authority	Essex
Inspection number	10127346
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	38
Number of children on roll	47
Name of registered person	Absolute Angels Ltd
Registered person unique reference number	RP521135
Telephone number	01376 562000
Date of previous inspection	1 December 2015

Information about this early years setting

Absolute Angels Montessori Nursery registered in 2000 and follows the Montessori educational approach. The nursery is open from 8am until 6pm on Monday to Thursday, and from 9am until 3pm on Friday, during school term times. During some school holidays the nursery is open from 8am until 6pm, Monday to Thursday. The nursery employs nine members of staff. Of these, three hold qualified teacher status and four hold appropriate childcare qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lorraine Pike

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the principal completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the principal. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the principal. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day and their written feedback. She discussed with the principal and the manager how they reflect on the service they provide.

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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