

Inspection of Little Orchard Montessori Nursery - Woodlands

The Nursery, Abbot Road, Ivybridge PL21 9TF

Inspection date: 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Staff welcome children warmly into the calm atmosphere of this home-from-home nursery. Children are happy and demonstrate that they feel safe and secure in the daily routines. For example, as they arrive they competently hang up their belongings after finding their coat pegs. They develop practical life skills that prepare them well for the next stage in their learning.

The manager and staff place a high priority on children's personal development and well-being. Staff are excellent role models and take the time to encourage children to talk about their feelings and think of others. Children eagerly explain the 'golden rules' that guide their exemplary behaviour.

The manager and staff plan a broad curriculum. They successfully embed the core values of the Montessori ethos into their approach to children's experiences. Activities are linked closely with children's interests and the next steps in their learning. Parents and children comment that they particularly value opportunities for children to learn outdoors. Children thoroughly enjoy activities, such as hunting for insects, for example. They are excited to look closely and talk about the 'beautiful colours' of butterfly wings. Staff skilfully support children to draw detailed pictures and encourage them to develop a love of the natural world.

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

- The nursery provides a wealth of useful information and support for families and parents speak very highly of the care and education their children receive. For example, they appreciate the caring relationships staff develop with themselves and their children. They comment on the good two-way flow of communication that supports continuity in children's care and learning.
- The manager and staff monitor children's learning and development diligently and provide prompt support when children need it. The special educational needs coordinator helps staff throughout the nursery to plan any necessary support. The manager uses extra funding effectively and staff work in good partnership with other professionals to ensure all children reach their full potential.
- The management team gives strong support to staff. There are ample opportunities to share good practice, for example, with partner settings. Staff report that they feel valued and children benefit from positive and happy experiences that foster their enjoyment of learning.
- The management team and staff are highly committed to their work with children. They continually evaluate daily activities, for example, and take account of the views of parents and children. The manager is conscientious about fulfilling her role, ambitious for the future and leads the staff team with

great enthusiasm.

- Children are confident and able communicators. Throughout the nursery, staff continually talk to children and value what they have to say. For example, staff encourage babies to enjoy looking at books. They point to the pictures and say words clearly to help them to develop their rapidly growing vocabulary. Mealtimes are calm and social occasions, where staff expertly ensure all children have the chance to talk about their day.
- Staff are skilled and enthusiastic teachers. They interact well with children to support their ongoing good progress. For example, in the baby room, staff regularly sing and encourage children to clap along to familiar songs and rhymes. Older children count confidently and accurately and compare quantities with skilful guidance from staff. Occasionally, however, during planned activities staff do not encourage children to follow their own ideas. This limits their chances to explore, experiment, and find things out for themselves to deepen their engagement in activities even further.
- Staff plan sensitively to help children move on to the next stage in their learning. For example, they talk to parents about the individual support toddlers need when they are ready to move on from the baby room. Older children benefit hugely from the effective links with local primary schools. The manager and staff arrange many visits and joint events that enable children to become familiar with school life. Children are confident and well prepared for all that awaits them in their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team recruits staff safely and ensures all staff are knowledgeable and up to date with their child protection training. The manager keeps safeguarding at the top of all staff meeting agendas, so that staff have children's welfare at the centre of their practice. Staff are knowledgeable about signs and symptoms of abuse and know the correct local safeguarding procedures, including whistle-blowing. The manager and staff regularly review the premises, so that children are safe and secure. They teach children how to assess and manage their own risks, such as taking care when moving logs and stones outdoors. This helps children to keep themselves safe and promotes their independence and self-assurance.

What does the setting need to do to improve?

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

- support all staff to improve their interactions with children further to encourage children to explore, experiment and become more deeply involved in their learning.

Setting details

Unique reference number	EY484026
Local authority	Devon
Inspection number	10234009
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	0 to 4
Total number of places	26
Number of children on roll	74
Name of registered person	Little Orchard Montessori Nurseries Limited
Registered person unique reference number	RP902225
Telephone number	01752 658567
Date of previous inspection	21 September 2016

Information about this early years setting

Little Orchard Montessori Nursery - Woodlands registered in 2014. The nursery is privately owned and operates from a building on the premises of Woodlands Park Primary School in Devon. The nursery is open from 8am to 6pm on Monday to Friday, all year round, except for one week in December. The before-school and after-school club operates from 7.45am to 8.45am and 3.15pm to 6pm in a classroom on the school premises during term time only. There are eight staff employed to work with the children, six of whom have level 3 qualifications and one is qualified at level 2. The nursery receives early education funding to provide free places for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Baird

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to the management team and staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out joint observations and discussed the children's learning and development.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022