

Inspection of Bay Tree Montessori

84 Markham Road, Bournemouth, Dorset BH9 1JA

Inspection date: 10 August 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	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

When children and families arrive, staff greet them with a warm welcome and a smile. Babies and older children receive supportive settling-in sessions. Staff offer home visits for children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. The rich and intriguing environment sparks children's curiosity and wonder, providing them with the motivation to learn. Staff are highly skilled when interacting with children, inspiring, guiding and informing their learning in sequence. For example, children water plants while staff are facilitating their learning of life cycles, using key words and exploring ideas. Children show a high level of independence when scraping their plate, rinsing and putting it in the dishwasher after lunch.

Children are keen and eager to join activities that ignite an array of learning opportunities. For example, children use their gross-motor skills to stir cake mixture and learn mathematical concepts when weighing and measuring ingredients. Babies show strong and trusting attachments with staff, who show a passion for supporting their learning. For example, staff challenge babies with their walking using the climbing steps in the bambini room.

Parents are highly involved in their children's learning and comment positively on the support and updates they receive daily regarding the care and development of their children. During the COVID-19 pandemic, staff remained in contact with families and children through providing pre-recorded stories, songs and activities using online platforms. For example, staff read stories to support children's communication and language development.

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

- Managers and leaders have securely embedded an ambitious curriculum throughout the setting, and this is implemented extremely well by staff. All interactions with children are of a high quality. The staff have an excellent awareness of how children learn and provide opportunities for children that support their well-being and emotional development. For example, weekly yoga sessions support mindfulness. Staff seek extensive information on care routines and the needs of babies, so babies feel extremely secure.
- Staff have exceptional knowledge of child development and what children need to learn. Staff provide opportunities for babies to support the use of core muscles for sitting and for older children to develop gross-motor movements for pre-writing skills. Phonological awareness is also introduced in preparation for their transition to school.
- Children's behaviour is exemplary. Children understand why rules are in place and show confidence in social situations. When children encounter difficulties,

these are swiftly identified and action is taken to support them. Children use visual aids to help them explain what they need and to help others to understand how they may be feeling. Staff show children high levels of respect and kindness and value their opinions and choices.

- Staff have high expectations for all children, including children with SEND and those who speak English as an additional language. Staff work extremely closely with outside agencies to support children's individual needs. Staff collaborate closely with leaders to minimise any gaps in children's learning, ensuring all children make excellent progress. For example, staff recognise that following the COVID-19 pandemic, the prime areas of learning, particularly speech and language, are a priority, so they now have a teaching room where more focused and tailored activities take place. Staff speak a variety of languages, including Polish, Romanian, Turkish and Spanish, and staff share these with children daily. For example, babies are washing their hands while staff are singing a song in English and Spanish to support the babies' home language. The older children also enjoy learning songs in other languages and can recall them.
- Staff provide children with rich and diverse experiences to learn about their community and the world around them. Managers ensure children have links with the wider community and have recently enjoyed a visit from the fire department, and they will be creating links with the local care home. Children explore the natural world they live in and use their allotment in the garden to grow their own fruit and vegetables. Children learn how to keep the fruit and vegetables alive and pick them when they are ready to eat for snack. Babies explore the fruit and vegetables through messy play to ignite their senses, and they enjoy playing in the garden daily.

Safeguarding

The arrangements for safeguarding are effective.

Staff provide outstanding support for children to become highly independent while enabling them to manage age-appropriate risks, for example when children use the climbing wall and climbing frame in the garden. Staff demonstrate a strong understanding of their duty to protect children and report any concerns they may have about a child's well-being. Managers have robust, effective and efficient recruitment procedures in place. This helps to ensure that any adults working with children are suitable to do so.

Setting details

Unique reference number	EY318998
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10126010
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	1 to 5
Total number of places	32
Number of children on roll	61
Name of registered person	Shepherd Montessori Schools Limited
Registered person unique reference number	RP907140
Telephone number	01202 525 674
Date of previous inspection	20 June 2016

Information about this early years setting

Bay Tree Montessori registered in 2005. It operates in Bournemouth. The nursery is open from 8am until 5pm, each weekday, for 51 weeks of the year. It receives funding for free early education for children aged two, three and four years. The nursery employs 11 members of staff. Of these, the manager holds a BA degree in early years education, one staff member holds a level 7 in early education, one holds a level 6 qualification with qualified teacher status, six staff hold a level 3 qualification, and one holds a level 2 qualification. The nursery follows the Montessori method of teaching.

Information about this inspection

Inspector

Chelsea Woollard

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 observed the quality of teaching, indoors and outdoors, and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- A meeting was held between the inspector and the senior management team to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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