

Inspection of The Village Montessori Nursery School

27 York Road, Birtley, Chester Le Street, Gateshead DH3 2BD

Inspection date: 19 August 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happily, and eagerly leave their parents to explore the nursery. They are greeted with a warm welcome by all staff, who engage with children in a nurturing and friendly manner. Babies readily approach key persons for cuddles and comfort, when they need reassurance. Older children invite staff to join in with their play. Children behave well. They are kind and considerate towards each other and know how to share and take turns.

Children are highly motivated, inquisitive investigators. For example, pre-school children carry out experiments. They carefully use the pipettes to drip oil into test tubes filled with water and are fascinated when the oil floats to the top. They decide they want to change the colour of the water and take advantage of being able to learn through their own trial and error. Staff take time talking to babies and encouraging them to respond with babbles and words. Children enjoy sharing books with staff and listening to stories. Discussions about the books help children to remember and understand the story. Pre-school children learn that books are informative, for instance, to help them learn more about planets. They also learn how to nurture and care for the tomato and strawberry plants as well as living creatures, such as Rusty and Jewel the guinea pigs. This helps children to develop empathy and a sense of responsibility.

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

- Since the last inspection, leaders have addressed the actions raised to improve the quality of the childcare and learning. They are clear about the intent of the curriculum, which is shared with the staff team. Staff consider how children learn best and this is used to plan activities that engage the children well. They have attended further safeguarding training to strengthen their knowledge in this area.
- The key-person system is effective, and staff have a good knowledge of their key children and how to support their learning and development. They know their key child's starting points and plan pertinent next steps that are unique to each child's learning needs. Children with special educational needs and/or disabilities are supported and fully included in the planned activities. Children are encouraged to explore every activity provided and staff work hard to ensure that every child fulfils their learning potential.
- Leaders ensure that children receive any additional funding that they are entitled to. However, they do not seek parents' views on how the early years pupil premium could be best spent, to promote the best possible progress for their children.
- Staff provide encouragement and opportunities for children to develop speaking skills. They use open-ended questions and talk to children about what they are

doing. However, very occasionally the pace at which staff give information during play and activities is occasionally too fast for some children to consider, develop and express their own emerging ideas.

- Staff provide engaging opportunities for children to practise their mark making and develop early writing skills. For example, young children make marks in foam while older children are starting to form some recognisable letters and numbers. These skills help to prepare children for their next stages of learning.
- Children's health and hygiene is given high priority. They eat healthy snacks and meals, and with staff guidance are encouraged to make healthy choices about the food they eat. Children independently use the toilet, wash their hands, and serve their own drinks during mealtimes. They demonstrate their eagerness to participate in activities that help develop their physical skills. For example, they are keen to show how they use the finger grips, and the rope to pull themselves up to the top of the climbing frame.
- Parent partnerships are strong. They enthuse about how happy their children are and speak highly of the manager and staff. Parents report that they appreciate the 'home-from-home' environment and how staff 'know their children well'. Staff keep parents well informed about their child's learning, development and areas that need additional support.
- Leaders are committed to ensuring that staff are happy and feel supported in their roles. Staff benefit from regular team meetings and one-to-one supervision. Staff training is actively encouraged, so that staff can build on their skills, which improves outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues, including the 'Prevent' duty. They have a secure knowledge of different types of abuse and key indicators for concern. They know the correct procedures to follow should they have concerns about a child's welfare. Staff attend regular supervisions and group meetings to discuss safeguarding. They understand the importance of ensuring they maintain a safe environment for children to play in. Staff supervise children well. Leaders have a good understanding of safer recruitment processes to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- give children more opportunity to think about and consolidate the information given by staff during some activities, taking account of their need to think about and share their responses and ideas
- involve parents in decisions about how the early years pupil premium funding for

their children is spent.

Setting details

Unique reference number	EY441567
Local authority	Gateshead
Inspection number	10238398
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	39
Number of children on roll	63
Name of registered person	VMNS Limited
Registered person unique reference number	RP910288
Telephone number	0191 4111999
Date of previous inspection	28 March 2022

Information about this early years setting

The Village Montessori Nursery School registered in 2012. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, one is unqualified. The manager has qualified teacher status and another member of staff has an early years professional qualification. The nursery opens from Monday to Friday, for 49 weeks of the year. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection 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