

Inspection of Clevedon Montessori Nursery School

34 Albert Road, Clevedon, North Somerset BS21 7RR

Inspection date: 14 September 2022

Overall effectiveness	Outstanding
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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

Children arrive happy and excited as they are welcomed by the friendly, nurturing staff. They show exceedingly high levels of independence as they find their pegs by recognising their written names and hanging up their coats. Children have formed secure attachments which support them to feel safe. They seek out staff to show them the fruit and vegetables they have brought in for the harvest festival. During circle time, the children use excellent communication skills as they discuss the things they have brought in from home. They discuss the differences and similarities with each other. For example, children explore some corn on the cob; they notice some hair on the bottom and discuss if they were roots. Staff used open-ended questions to support the conversation and gain an understanding of what children know. They decided that it was hair because the sweetcorn was picked off a stem, not dug out of the ground, and did not need roots.

The children behave exceptionally well. Staff act as great role models for them. They respect each child and take time to listen to them. As a result, children use their manners and are very polite. They praise and celebrate each other's achievements. Children recognise that their actions may affect others. For example, children find a little and big snail; they look at them through magnifying glasses and discuss how the snails looked 'worried' or 'ill'. The children decided to put the two snails somewhere safe to make them feel better. This further supports children to understand their own feelings and behaviours, while developing empathy.

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

- The children develop a wide range of practical skills. They participate in daily cooking activities and prepare vegetables for mealtimes. For example, the children understand the importance of washing the vegetables to remove bacteria, which can make them unwell. They cut the vegetables, brought in from home and collected from the garden, to make a salad. They know how food can affect their bodies and the importance of making healthy choices. The children help set the table and put out the chairs, plates, cups and cutlery. After mealtimes, the children help tidy away and wash up the things they have used. They demonstrate that they can put on their own coats using the 'magic trick' and put on their shoes.
- The principal inspires her staff to provide the highest quality of teaching and ensure the Montessori principles of learning are fully embedded in their practice. As a result, all children flourish in this stimulating environment. The staff know the children extremely well; they use children's interests to tailor each learning experience to their needs. The curriculum is ambitious and sequenced. It builds on the skills children already know, covering all seven areas of learning, to ensure children develop their full potential.

- Children participate in a wide range of physical activities. They call their friends as they swing upside down on a metal bar. Staff set out wobble boards and assault courses to build strong muscles and balance skills. Children use a range of mark-making tools and carry out activities aimed at supporting their fine-motor skills. For example, children push down on pumps to release the soap. They use a jug to pour the water into a bowl and small brushes to clean different objects. This develops the muscles needed for later writing skills.
- The parents praise the staff for the amazing job they do. They receive lots of guidance and support on potty training, fussy eating and any concerns. Parents notice how independent and confident their children have become since starting. They receive regular updates on their children's learning and next steps from their child's key person. During the pandemic, the principal and her team put extra measures in place to keep everyone safe. They have high levels of cleanliness, which means children become unwell less often. Communication is great and parents receive lots of support and information. The staff hold regular workshops to support parents with an understanding of the ethos and how to further support children's learning at home.
- Children love to learn about nature. They explore the garden noticing the impact the creatures have on the garden. For example, children notice the holes in the ground. Staff inform the children that squirrels have made holes to bury their food for the winter. Children participate in planting and learning how things grow. They understand the importance of caring for the plants to ensure they grow. The staff tell the children about an apple tree in the garden and how it started off from pips and now it's a big tree. The children collect apples from the floor. They discuss if the apples should be left for animals or kept. They wrap the kept apples to last them through the winter.
- Staff build children's vocabulary in small steps. They start off with names and move on to verbs and nouns when the children are ready. The children demonstrate they are confident communicators. They learn new words daily, such as 'feast', 'banquet' and 'trog'. Staff explain the meaning of each new word and repeat it to embed it into their daily vocabulary. Staff incorporate mathematical concepts and language into children's play. They use words such as big, small, large, half and quarter.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their role and responsibility to keep children safe. All staff attend regular training to keep their knowledge up to date. They can recognise the different signs and symptoms of abuse including female genital mutilation and domestic violence. The staff know the procedure for reporting concerns about a child and allegations against staff to the relevant authorities. The manager follows safer recruitment procedures and checks to ensure all staff employed are suitable to work with children. The staff carry out daily safety checks of the environment to ensure it is safe for children.

Setting details

Unique reference number	115246
Local authority	North Somerset
Inspection number	10234078
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 3
Total number of places	25
Number of children on roll	26
Name of registered person	Burgoyne, Maureen Louisa
Registered person unique reference number	RP511918
Telephone number	01275 877743
Date of previous inspection	6 September 2016

Information about this early years setting

Clevedon Montessori Nursery School registered in 1987 and operates in Clevedon, North Somerset. It is open from Monday to Thursday, during term time only, between 9am and 4pm. The nursery owner is qualified as a Montessori teacher at level 4. She is supported by five staff, of whom four hold Montessori qualifications at level 4 and one is unqualified. The nursery follows the Montessori ethos. They are in receipt of funding for children aged two, three and four years.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the provider's first routine inspection 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 deputy principal completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy principal.
- The inspector held a meeting with the principal to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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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