

# Inspection of Staunton Montessori Nursery School

Staunton in the Vale, NOTTINGHAM NG13 9PE

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Inspection date: 21 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 thrive in an environment that connects them closely with nature and the outdoors. They arrive extremely excited and ready to learn at this fun nursery. Staff nurture children's confidence and emotional well-being through the strong bonds they form with the children, who they know extremely well. Children settle swiftly. Young children greet staff with a beaming smile and hold their arms out to be taken from their parent. Transitions within the nursery are seamless. Staff work closely with parents to ensure that children are ready and prepared for their next stage in learning.

Children explore the natural world. They develop a deep sense of curiosity. Staff ask questions that spark interesting conversations. For example, children find a snail and discuss how it feels bubbly. Toddlers grasp chalk and make marks on blackboards. They instinctively extend this activity by themselves and find water and brushes to make marks on the fence. When visitors ask children what they like best about their nursery they reply, 'Everything and everybody'. Children fully understand the rules and boundaries that are in place in forest school and talk about the importance of following these to keep everyone safe, for example children demonstrate how to hold sticks downwards to stay safe.

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

- The providers are inspirational, knowledgeable and passionate about early years education. They truly believe children deserve the best start in their lives. Staff are encouraged to complete their training to the highest level possible for their abilities. This is reflected in the high level of qualifications staff have. Staff well-being is a key priority and they say they feel well supported to fulfil their roles.
- Staff have expert knowledge of individual children's abilities and development. Children's natural curiosity to learn is encouraged. For example, toddlers make their own orange juice. They use their small muscles to squeeze the orange into a jug. They show good handling skills as they carefully pour the juice into a cup. Staff know exactly when to interact with children to build on what they already know and can do, and when to allow them to explore.
- Staff challenge children to take appropriate risks in their play. For instance, as children attempt the trim trail at forest school for the first time, they are unsure if they can make it across. The provider sensitively supports children to take one step at a time, encouraging them to persevere. This supports children's confidence and self-esteem.
- The environment is well planned and arranged to promote excitement and imagination. Children have opportunities to explore using all of their senses. Toddlers have no reservations about getting thoroughly messy as they explore toy pigs in mud. They fill and empty bowls to make 'pies' and then proceed to

count them. Pre-school children use child safety knives to cut open lemons and limes and explore the tastes, smells and textures. Staff constantly reflect on children's learning needs and use their interests to motivate them.

- Staff demonstrate high levels of respect and care towards children. They have a considerate approach to care routines. For example, staff ask children before they change their wet clothing after playing with water. Children say, 'No, thank you' and staff explain what they are going to do and suggest playing a few more minutes and then changing their clothes. This helps children to feel valued, safe and secure.
- A love of reading is promoted in imaginative ways. After reading the book 'We're Going on a Bear Hunt', the children go outdoors and explore textures with their feet. They splash through water and stomp in muddy water. This helps them bring the story to life.
- Children are extremely physically active, both in the large nursery outdoor spaces and at forest school. Young toddlers use their big muscles to push a wheelbarrow. Older children take and manage risks when they climb trees. Pre-school children are carefree as they run and chase in the paddock and climb complicated large equipment. They make excellent progress with their physical skills.
- Parents speak positively about their experience of the nursery. They comment that the providers and staff are committed, not only to the children but the wider family too. Parents comment that the staff go to great lengths to meet the needs of their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The providers ensure the safety of children is of the highest priority. Staff understand their responsibilities to keep children safe. They have a strong understanding of the possible signs that a child may be at risk of harm. Staff receive regular training in child protection. The designated safeguarding lead ensures this knowledge remains up to date by providing regular updates and scenarios to test out staff knowledge. The provider follows strong safer recruitment procedures to ensure that all staff are suitable to work with children. Furthermore, ongoing suitability checks take place annually to ensure staff remain suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY449542
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10138533
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Staunton Educational Limited
<b>Registered person unique reference number</b>	RP531747
<b>Telephone number</b>	01400282860
<b>Date of previous inspection</b>	16 January 2013

## Information about this early years setting

Staunton Montessori Nursery School registered in 2012. They are located in Staunton, Nottinghamshire. The nursery employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 and above, including three who hold early years professional status, two who hold a level six qualification and one with a Master's degree in education. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. A breakfast session is offered from 8am until 9am and a tea time session is offered 3pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sharon Alleary

## 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 providers and has taken that into account in their evaluation of the nursery.
- The providers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of feedback offered.

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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