

# Inspection of Woodentots Montessori Nature Nursery

Thanet Youth Club, Malden Hall, London NW5 4HD

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Inspection date: 14 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 enter the setting very happily and are eager to start their day. They are greeted at the door by a member of staff, who helps them find their named pebble and place it in a post box. Children are extremely motivated to learn and quickly change into their indoor shoes so that they can choose from the wealth of activities available to them. They quickly learn to become independent, and are exceptionally safe and secure within this inviting setting. Children's focus and attention are developed by their absorption in activities. For instance, when engaging in sensory play outside, they discover how different ingredients mixed together can make a 'magic potion'.

Children engage in continuous conversations with staff throughout the day. For instance, they talk about a rocket when looking at a globe. Staff give children many opportunities to learn new words and build upon their vocabulary by repeating words back to them clearly, which supports their language development. Children's physical development and understanding of risk are well developed through their sessions at forest school and in the setting. For instance, they gather wood to build an obstacle course to walk carefully along. Children confidently choose which pieces to use, and are proud to show their finished structure to staff.

Children are provided with a rich curriculum that bridges the gap between home and the setting. They are offered many creative opportunities, such as music, drama and art, as well as new experiences, for example churning butter or making sushi. Children learn many practical skills in the setting and at forest school. This gives them a great appreciation for the environment and the world in which they live.

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

- Staff support children to develop a love for nature and the natural environment. They use stories to enhance children's experience. For instance, when acting out the story about a 'bear hunt' using props, staff link the story to how the children feel when in the woods and how the bear might feel too. They use puppets with different facial expressions to help children understand how they feel and gain the language which they need to express their emotions.
- Children's behaviour is impeccable. They talk to each other quietly, listening and responding to what their friends say. Children work together, such as when figuring out how to use the digital audio file. Any minor frustrations are easily overcome by staff's attentiveness to their needs.
- There is a high staff-to-children ratio. Children are able to choose activities knowing that there is someone nearby for support if needed. They also develop wonderful relationships with their key person, who spends time getting to know

them when they first start. For instance, they read stories to children who are settling in, as well as saying words in their home languages, when appropriate. This gives children the confidence to explore their environment further and even the youngest children express their needs clearly.

- Parents speak very highly of the setting and all staff. They are exceedingly happy with the progress their children have made. Parents are impressed with their children's knowledge, such as about plants and flowers, which they have gained in the setting. They are delighted with the mix of activities provided and are keen to share their experiences.
- Children are prepared for later life. They learn about other cultures, as well as the community in which they live. Staff encourage parents to come into the setting and share their experiences. For example, parents visit and show children how to do Hungarian egg painting. Staff also develop strong community links by taking children to the local church garden every week and by helping with the Christmas Bazaar in the community centre where they are located. Children benefit from these experiences which give them a sense of belonging.
- Children are encouraged to choose their own activities throughout the setting. They develop their confidence, independence and self-help skills. For instance, when using an activity set up outside, children choose which items to use, such as acorns, water beads and different containers from the mud kitchen nearby. Staff support children by talking to them about what they are doing and giving them the vocabulary which they need to aid their understanding. Staff are very attuned to children's needs.
- The manager and staff have high expectations for the children. They gather information before children start so that they can support them in their transition, which helps them settle in quickly and easily. Staff regularly discuss children's progress with parents, which ensures the best outcomes for the children.
- The owner prioritises staff's well-being and professional development, and uses supervision meetings effectively. Staff feel able to approach either the manager or owner with any concerns which they may have both personally or professionally. This benefits children as staff are all highly motivated to work as hard as they can. Staff are always looking for ways to improve their practice by reflecting on what they are doing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff make sure that children are safe and secure at the setting and undertake daily risk assessments. Children's allergy requirements are clearly signposted. Staff have recently updated their safeguarding and first-aid training and know what to do if they have concerns. Staff can confidently explain how they would spot if a child was at risk of harm and know what to do in this situation. Children learn to manage risk particularly well. For instance, they use logs to build a 'den' safely in the outdoor area, which gives them confidence to explore their natural environment.



## Setting details

<b>Unique reference number</b>	EY479700
<b>Local authority</b>	Camden
<b>Inspection number</b>	10236405
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Woodentots Montessori Limited
<b>Registered person unique reference number</b>	RP904358
<b>Telephone number</b>	02074850053
<b>Date of previous inspection</b>	16 September 2016

## Information about this early years setting

Woodentots Montessori Nature Nursery registered in 2014. It is open during term time, from 9am to 3pm, Monday to Friday. The setting also offers a breakfast club from 8am and an after-school club until 4pm. There are five members of staff, all of whom hold a Montessori diploma at level 4. The setting uses the Montessori teaching methods, alongside the Waldorf Steiner philosophy.

## Information about this inspection

### Inspector

Susan Sacks

## 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 owner joined the inspector on a learning walk, and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The owner and inspector carried out a joint observation of an outdoor activity.
- The inspector observed the interactions between staff and children.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times 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.

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