

Inspection of Little Diggers Montessori

Sidlesham Cp School, Keynor Lane, Sidlesham, Chichester, Sussex PO20 7NL

Inspection date: 24 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

As children arrive at the nursery, they are welcomed warmly by enthusiastic and attentive practitioners. Babies and young children build close and nurturing relationships with their key person, as they seek them out for cuddles, smiles and reassurance when they need to. Children feel safe and secure. They put away their coats and bags and are excited to get involved with activities.

Older children demonstrate their growing independence skills as they confidently carry out tasks for themselves. For example, at lunchtime, children carefully set up the table with plates and cutlery. They understand that glasses can break and therefore, they carry them with extreme care and attention. Children have positive attitudes to learning as they build confidence in their own abilities, trying hard to complete these important personal routines.

In the forest area, children are developing good physical skills. They run, jump and splash in muddy puddles with excited delight. Children are supported well by knowledgeable practitioners who provide a variety of inspiring learning activities. Children explore with tools and write with sticks in the mud. They are excited and engaged in their play.

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

- Managers create an ambitious curriculum that intends to challenge and motivate children in their learning. They have a clear vision of what they want children to know and understand. Practitioners contribute to this ambition and commitment as they strive to provide the highest level of care and education.
- Parents share that their children are happy and settled at the nursery. They explain how pleased they are with the excellent communication they receive about their child's progress and future learning. For example, parents know what their children are working towards and are offered suggestions on how they can support this further at home. Parent partnerships are strong.
- Children are fully supported in developing a love of reading. Managers ensure a local library bus frequently visits the nursery, and have introduced a lending library to encourage parents to read frequently to children at home. Furthermore, practitioners embrace every opportunity to sit with children and enthusiastically read stories with them.
- Overall, children behave well. They are beginning to understand how to play fairly with one another and respond swiftly to instructions that are given to them, for example at tidy-up time. However, at times, the core behavioural expectations of the nursery are not implemented consistently by practitioners. As a result, key messages relating to behaviour are not always understood by children.

- Practitioners have a good understanding of how to enhance children's learning and monitor their progress effectively. They have a clear knowledge of how to identify and support children with special educational needs and/or disabilities. Practitioners and managers liaise with other agencies, such as the local speech and language team. Through all of this, children are supported in achieving the best possible outcomes.
- Children develop broad vocabularies. Practitioners support babies and young children closely as they model single words and phrases. Practitioners offer them plenty of praise and encouragement as they build on their personal language. Older children are confident talkers as they initiate conversations and offer explanations throughout their learning and play.
- Managers are highly aware of how to support the practitioners at the nursery. They are mindful of the importance of carrying out regular supervisions that provide guidance and assistance when needed. Managers ensure practitioners have access to a wide range of purposeful training. For example, they arrange in-person training days, which practitioners report is enjoyable and insightful.
- Children have access to challenging mathematical activities that promote their understanding of numbers and counting in the inspirational inside classroom. However, practitioners do not always use opportunities to involve this area of learning in activities that take place outside. As a result, children who choose to play and learn outside for much of the day, have access to fewer opportunities to take part in activities that extend this aspect of their learning.

Safeguarding

The arrangements for safeguarding are effective.

Managers and practitioners know how to ensure the safety and welfare of children. They have exemplary knowledge on the process they must follow should they ever have any concerns about a child. Practitioners clearly understand how to report any concerns they may have about the conduct of an adult working with children to the local authority. They frequently receive detailed training that keeps their knowledge up to date. Practitioners carefully consider risks on a day-to-day basis, especially in their outdoor environment. They encourage children to understand these risks as they identify them together.

What does the setting need to do to improve?

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

- consider how to support practitioners in implementing the behavioural expectations of the nursery more consistently
- strengthen the teaching of mathematics outdoors, so that all children have access to a wide range of high-quality learning opportunities that support their developing understanding of numbers and other mathematical concepts.

Setting details

Unique reference number	2579037
Local authority	West Sussex
Inspection number	10250959
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	44
Name of registered person	Little Diggers Montessori Limited
Registered person unique reference number	2579036
Telephone number	07876758879
Date of previous inspection	Not applicable

Information about this early years setting

The provider registered in 2020 and is situated in the Sidlesham area of Chichester. They operate from 8am until 6pm, all year round. The provider accepts funding for children who are two, three and four years of age. There are 15 members of staff, of which 11 hold a relevant early years qualification.

Information about this inspection

Inspector

Nicola Houston

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.
- Managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to practitioners at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the practitioners and children.
- The inspector carried out joint observations of group activities with the managers.
- The inspector spoke to several 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.

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