

Inspection of Clifton Children's Montessori School

Ground Floor Flat, 6 Gordon Road, Clifton, BRISTOL BS8 1AP

Inspection date:

16 November 2022

Overall effectiveness

Outstanding

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

A sharp focus on children's emotional well-being is apparent from the moment they walk through the setting door. The emphasis on secure attachments and meaningful relationships with each child is highly evident. As children eagerly enter the setting, they cannot wait to share their experiences on the way. Staff value these interactions and take the time to understand the child's perspective. They broaden and deepen children's conversations through highly-effective communication strategies and have a genuine interest in what children say. Children develop extremely positive attitudes to learning and exceptional communication and language skills.

Children develop a thorough understanding of the similarities and differences between themselves and others. The manager has an exceptional understanding and deep respect for cultural identity and the uniqueness of each child that attends. She explains that every child is, 'an expert in their own culture'. Children experience different traditions, languages, celebrations and faiths through real experiences. They celebrate the rich diversity that exists and weaves through every interaction. For example, during conversation, children and staff comment on how some words sound alike in French, Polish and English. Children who speak English as an additional language make accomplished progress.

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

- Leadership is exemplary. The extremely knowledgeable manager has developed a thoroughly effective system of supervision. This supports staff to continuously develop their professional skills. Staff well-being is a priority and staff feel extremely supported and valued in their role. The highly-qualified staffing team deliver outstanding teaching practice. They expertly model language and are skilful at helping children build on their learning.
- Children develop a deep love of stories and books. For example, children sit close to staff and look at a storybook. Staff excite their curiosity through excellent use of descriptive words, such as 'look how slowly and quietly they are moving here, sneaking under the train'. Children listen avidly to a singing storybook. They excitedly sing repeated refrains, altering pitch and tempo to match the practitioner. Each child is highly engaged and captivated throughout.
- Children develop an excellent understanding of how their body works and how to keep it physically healthy. For example, children use 'wobble' cushions and rock back and forth. Staff talk to children about their core muscles. They wobble around and must use their strength to avoid falling off. Children learn how to calm their body and mind after physical exertion. Staff ask children to take three deep breaths, in and out, to calm their body down.
- Leaders and staff work in close partnership with parents. Parents speak very

highly of the care and education children receive. They report that the calm, quiet space is a key feature of the setting. Staff encourage parents to share their expertise. They often come to the setting to read stories to children or share religious and cultural festivals and traditions. Parents comment that they feel deeply respected and valued. They add that they are kept very well informed about their children's learning.

- Children develop excellent self-help skills and independence. They prepare their own snack, carefully cutting up fruit in preparation for the meal. Once they have finished their snack, they take their glasses, plates and cutlery to the sink where they wash them up and place them on the draining board to dry. Children take full ownership of their physical environment and respect and value the space they use.
- Staff are consistent when helping children to manage their feelings and behaviour. Staff are exemplary role models. They are extremely positive to each other and children. Behaviour is exemplary. Children demonstrate great kindness and are confident in managing minor conflicts themselves. They are polite, well mannered and respectful to each other, staff and visitors. Children's behaviour and attitudes to their learning are exceptional.
- Leaders ensure the curriculum is extremely well sequenced and child centred. It is ambitious and delivered consistently throughout the setting. Children receive an extensive range of activities, experiences and opportunities. These are precise and sharply focused to extend children's learning and development. Children with special educational needs and/or disabilities make excellent progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an extensive knowledge of safeguarding procedures. Staff can confidently identify the signs and symptoms of abuse and know what process they should follow should they have concerns about a child's welfare, or concerns about a member of staff. The manager and staff provide a safe environment for children to learn and develop. Leaders conduct regular appraisals and suitability checks. The appraisals and suitability checks are there to ensure staff are suitable and continue to be safe to work with children. Safeguarding training is ongoing and receives a high priority. For example, staff have extensive knowledge of safeguarding matters to ensure children's safety is of the highest standard.

Setting details

Unique reference number	EY448866
Local authority	Bristol City of
Inspection number	10235837
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	24
Number of children on roll	33
Name of registered person	Clifton Children's House Ltd
Registered person unique reference number	RP531715
Telephone number	0117 3293575
Date of previous inspection	30 November 2016

Information about this early years setting

Clifton Children's Montessori School registered in 2012. The setting receives funding for the provision of early education for children aged two-, three- and four-years-old. The setting opens from 8.30am to 4pm on Monday to Thursday and from 8.30am to 12.15pm on Friday, during term time only. There are 10 members of staff who work with children. All staff hold qualifications at level 4 and above. The manager holds early years teacher status. The principal holds early years professional status. There are two deputy managers, one of whom holds early years teachers status and one of whom holds qualified teachers status. Four members of staff hold early years teacher status. The setting follows the Montessori philosophy of teaching.

Information about this inspection

Inspector

Gwyneth Keen

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 leadership team and has taken that into account in their evaluation of the provision.
- The leadership team and inspector completed a learning walk together. The leadership team shared with the inspector what they want children to learn and how they will achieve this.
- The inspector and principal carried out a joint observation of a group activity.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- 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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