

Inspection of Claygate Montessori School

Claygate Village Hall, Church Road, Claygate, Esher, Surrey KT10 0JP

Inspection date: 22 November 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

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and settled. On arrival, they eagerly get involved in a range of activities that excite and motivate them to learn more. They make exceptional progress in the language-rich, inspirational setting. Their learning is seamlessly supported by highly skilled and knowledgeable staff, who consistently use children's emerging interests to help children make the best possible progress.

Children are highly motivated to learn and excel in their learning. For example, younger children learn to use tools, which they skilfully use to attach wheels to play cars. Staff model language extremely well. They support children to learn and use an exceptional range of vocabulary. Children remember the words they have learned, such as 'engine', when talking with staff during their play.

Staff have high expectations for all children. They adapt the learning environment and activities so that all children make the best possible progress. Children help themselves to an exciting range of resources. They are extremely keen to have a go and practise what they learn. Older children's pre-reading and pre-writing skills are extremely well supported. For example, children thoroughly enjoy writing shopping lists for the cakes they plan to make and show great interest in print. Staff fully extend this learning by introducing books and looking at recipes with children.

Children show exemplary behaviour. They respect and value their environment and treat each other with kindness, sharing and taking turns. They flourish with the close emotional attachments they have with the staff. Children show that they feel safe and secure by consistently inviting adults into their play.

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

- The manager is highly reflective and focuses strongly on continually raising the standard of the already outstanding provision. She provides staff with an outstanding role model who successfully influences their high-quality interaction with children. As a result, there is an extremely consistent approach to the implementation of the ambitious curriculum, and children make the best possible progress. Staff are extremely well supported by the dedicated manager, as she places a high priority on their well-being.
- All children, including those who receive funding, those who speak English as an additional language (EAL), and those with special educational needs and/or disabilities, get the best start in their education. Staff have an excellent understanding of each child's individual needs. They skilfully use every opportunity to extend children's learning and help them develop the skills they need for the future. For example, they introduce leaf-rubbing activities that help

children to develop the physical control and muscles they need when they begin to write.

- Children behave exceptionally well. Staff skilfully role model behaviour that successfully helps children know what is expected of them. Staff establish routines and display pictures that they use to support children to make choices, develop independence and learn to respect their environment. During the inspection, children confidently chose resources and knew where to put them away when they had finished using them.
- Parents report that they are delighted with the care and education their children receive at this outstanding provision. They speak highly of the exceptional progress their children have made since starting at the setting and feel fully involved in their children's learning. They particularly report how their children have grown in confidence and developed exceptional language skills due to the curriculum they are offered. They fully value the daily discussions they have with their key person.
- Staff demonstrate a deep understanding of children's learning needs and consistently deliver high-quality interactions that build on children's speech and language skills. For example, children enthusiastically take part in group time to join in discussions about going to the dentist. Staff use words like 'molar' and 'cavity' to extend their knowledge about oral health. This helps children to build their vocabulary and develop secure and strong foundations for their future learning.
- Staff work closely with parents from the outset to find out about children's home life and previous experiences. They support children who speak EAL to learn words that become familiar and to use pictures so that they can communicate their needs effectively. As part of the curriculum, staff offer children rich experiences and support children to develop an understanding of communities beyond their own. They talk about different festivals children may celebrate, such as the Bulgarian festival Buba Marta Day, where they welcome spring. They also learn simple words in French through regular visits from a teacher.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an excellent understanding of her role as the designated safeguarding lead. She has ensured that her staff are well trained and have a very secure understanding of the signs and symptoms of potential abuse. They know how to follow the safeguarding policies and procedures and report any concerns about a child in a timely manner. Staff have exceptional understanding of wider safeguarding issues, such as radicalisation and female genital mutilation. Robust recruitment procedures and suitability checks ensure that all staff are suitable to work with children. Staff complete highly effective risk assessments, both indoors and outdoors, to ensure that children can learn in a safe environment.

Setting details

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| Unique reference number | EY403015 |
| Local authority | Surrey |
| Inspection number | 10235365 |
| 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 | 2 to 4 |
| Total number of places | 18 |
| Number of children on roll | 8 |
| Name of registered person | Hardie, Sophie Jane |
| Registered person unique reference number | RP907070 |
| Telephone number | 01372 470611 |
| Date of previous inspection | 30 March 2017 |

Information about this early years setting

Claygate Montessori School registered in 2008. It is situated in Claygate Village Hall, in Esher, Surrey. It is open each weekday, during school term times. It operates Monday to Thursday, 9am to 3.30pm, and Fridays, 9am to 12.45pm. The pre-school is in receipt of funding for the provision of free early education for children aged two-, three- and four-years old. Two members of staff are employed. The manager holds a level 4 qualification, and the deputy holds a level 5. The pre-school follows the Montessori teaching method.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspection looked at relevant documentation, including paediatric first-aid, staff suitability checks and safeguarding training.
- The manager and inspector completed a learning walk of the environment together and discussed the early years curriculum.
- The inspector observed the interactions between staff and children, both indoors and outdoors.
- The inspector carried out a number of joint observations with the manager and discussed the quality of interactions.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and took their views into account.

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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