

# Inspection of Colourbox Montessori School, Barrow

Church Road, Barrow, BURY ST. EDMUNDS, Suffolk IP29 5AU

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Inspection date: 7 December 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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive enthusiastic and motivated to learn. They explore a wealth of resources that support their individual development. Skilful practitioners extend and embed children's learning. During a game, practitioners provide a map to show children the countries where birds come from. Children challenge themselves with activities. They enthusiastically build on their own learning. For example, children pour from one large jug to another, then build on this, growing dexterity until they are pouring from a small jug through a small funnel.

Children experience a language-rich environment, where their vocabulary develops rapidly. Practitioners discuss barn owls being nocturnal and provide children with the meaning of the word. Children share their wonderful experiences with visitors. They talk about games they like to play and food they enjoy while at nursery. Children show excellent behaviour. Children work together when designing a maze and take turns to decide where items go. They think critically about where to place items when the maze is too small. Children's personal and social development are outstanding. Children competently hang their coats on their pegs, which have their photos on. This enables them to feel a sense of belonging. Children serve themselves food, clean tables after eating and wash up their own cups and plates.

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

- Leaders and managers are inspirational and support all practitioners to professionally develop to the best of their ability. Practitioners are keen to gain further qualifications. They share how well supported they are within the nursery. Managers support practitioners to provide activities that continually move children forward in their education.
- The nursery curriculum has children at its heart. Practitioners know the children extremely well. Using the wealth of resources, practitioners plan the children's learning. They reflect on the impact activities have on the children. They adapt and adjust activities when required. For example, when children show an interest in tongs at lunchtime, practitioners ensure tongs are available at an activity later in the day.
- Children experience robust settling-in sessions. Practitioners spend time with parents to gain relevant information about their child's needs. Parents leave their children only when they feel comfortable doing so. Parent partnerships are very important to practitioners. Parents receive information about their children daily, and practitioners add observations to an online platform. Parents praise practitioners for how well they support their children. They feel that practitioners are professional and friendly.
- All children, including those with special educational needs and/or disabilities, make exceptional progress. The special educational needs coordinator is

passionate about her role and works closely with parents and other professionals to ensure that every child reaches their full potential. Children have plans in place if they need extra support.

- Children experience a wide range of vocabulary. Older children confidently talk about the continents of the world, pointing to where they are on a map. Practitioners talk about fruits during snack time. Younger children talk about the stone inside the plum and if it is soft, hard, dry, or wet. Children have access to a wide range of books, both indoors and outdoors. Practitioners sit with children to share stories. They enjoy the story of 'The Grumpy Badger' and practise making grumpy faces. Younger children join in with a variety of songs, singing the words and completing the actions.
- Children use technology to support their own learning. For example, practitioners help children to find the country that toucans come from. They look at pictures of toucans and talk about the rainforest.
- Practitioners help children to understand about caring for living things. Practitioners talk to children about how they should hold the nursery stick insect. The practitioner supports the children, telling them to hold it gently and that it will walk around on their hand and arm. Children discuss how many legs the stick insect has and if they will find one in the garden.

## **Safeguarding**

The arrangements for safeguarding are effective.

All practitioners have an excellent understanding of safeguarding. Practitioners have robust systems in place to record and monitor concerns. They are clear about what they must do should they have a concern about a colleague. All practitioners understand the 'Prevent' duty guidance and their role in protecting children. All practitioners complete safeguarding training. Children learn how to respect their own bodies and understand that they can say 'no' if they ever feel uncomfortable.

## Setting details

<b>Unique reference number</b>	2611543
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10262916
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Colourbox Montessori School Ltd
<b>Registered person unique reference number</b>	RP903381
<b>Telephone number</b>	07565 359139
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Colourbox Montessori School, Barrow, registered in 2020. It follows the Montessori approach to education. The setting employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including one with early years teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Denise Clayton

## 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 manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- She had discussions with practitioners at appropriate times during the inspection.
- Children told the inspector about what they liked to do at nursery.
- Parents spoke to and gave feedback to the inspector about their views of the nursery.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of adults working in the nursery.

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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