

Inspection of Little Gems Montessori Preschool

The Clachan, Betts Way, Rectory Lane, Long Ditton, Surrey KT6 5HT

Inspection date: 21 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children separate from their parents with ease as they start their day at the pre-school. They know the routine well. Children place their belongings on their pegs and change their outside shoes for indoor shoes. They are independent and quickly settle into their chosen activities. Staff interactions are kind and purposeful as they join in with various activities children choose. They listen to the children and ask them meaningful questions as they explore different colours on a light box. These interactions from staff help children feel safe and secure.

Children develop a love for stories. They eagerly recall the events in 'The Very Hungry Caterpillar' story. Staff are skilful and support children's language; for example, children learn new vocabulary, such as 'cocoon' and 'chrysalis'. They talk about how the caterpillar turns into a 'beautiful butterfly'. This extends children's knowledge of the world around them. Children make friendships with each other and behave well. All children demonstrated a positive attitude to learning, including children with special educational needs/and or disabilities.

Children experience a range of activities that support their physical development. For example, they concentrate as they fasten nuts and bolts. Children challenge their balance, as they build balancing beams with tyres and planks of wood. This supports children's large- and fine-muscle development.

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

- The manager and staff are passionate about delivering high-quality care and education to the children, following a Montessori philosophy curriculum. They gather information from parents to support children when they first start. This helps them to understand what children need to learn next. This is evident as children are deeply engrossed when using the Montessori equipment. However, occasionally, the sequence of some adult-led activities is not always implemented effectively. For example, children explore carefully created learning trays, but staff miss opportunities to develop their knowledge. This means children do not fully benefit from the intended learning opportunities.
- Staff swiftly identify any children that will benefit from additional support. They use advice from professionals to develop plans specific to the needs of the children. This helps staff deepen their knowledge and helps children's individual needs. For example, staff create purposeful activities to promote children's positive behaviour. This helps children to understand their different emotions and how to be kind to others preparing children for later learning.
- Children learn about the benefits of good health. For example, staff have recently reintroduced a self-serve fruit bar. Children know to wash their hands before they use spoons to scoop up their choice of fresh fruits. Staff have shared

information with parents about healthy lunch boxes. Furthermore, children learn about oral hygiene as they take a bear home to practise brushing teeth with their parents. This approach supports both children and parents to understand the benefits of healthy practices.

- Children enjoy a variety of opportunities to be creative. For example, they access various resources, such as glue and scissors to create artwork. Children embed their earlier learning and draw caterpillars on easels. They are proud of their achievements and display these for others to admire.
- Children develop a good understanding of their local community and different cultures. Staff plan activities to celebrate diversity of the children who attend the pre-school. For example, children wear their traditional dress for festivals, and parents are invited to contribute to a 'culture box' to share with the pre-school. This helps to broaden children's knowledge of the wider world.
- Partnerships with parents are strong. Parents say that their children are very 'sociable' and 'independent'. They comment that they are extremely well prepared for starting school. They are complimentary about the care and education that staff provide their children with. They appreciate the daily communication that staff share with them about what their children have been learning. This means parents can extend their children's learning at home.
- The manager provides ongoing monitoring and supervisions to support their professional development. For instance, staff are currently training as forest school leaders. However, she does not fully precisely identify training to support staff in understanding the implementation of some planned activities to help children meet the learning intentions.

Safeguarding

The arrangements for safeguarding are effective.

The manager has introduced in-house training to ensure that staff develop a breadth of safeguarding knowledge. Staff have a good understanding of how to keep children safe. They know what action to take if they have a cause for concern about a child's welfare. Staff understand the local procedures to follow should they need to report a concern about a child's welfare or concerns over an adult. Staff teach children how to keep themselves safe when carrying one-handed tools, such as scissors and garden trowels. This helps children to learn how to keep safe in the pre-school environment.

What does the setting need to do to improve?

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

- enhance the sequence of the curriculum so that planned activities consistently build on what the children already know and can do
- refine and strengthen staff's understanding on how they implement adult-led

activities to help children meet the learning intentions, supporting their overall development.

Setting details

Unique reference number	EY401605
Local authority	Surrey
Inspection number	10276352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 5
Total number of places	50
Number of children on roll	34
Name of registered person	Mustoe, Gemma Louise
Registered person unique reference number	RP908729
Telephone number	02083988805
Date of previous inspection	12 July 2017

Information about this early years setting

Little Gems Montessori Preschool registered in 2010, located in Long Ditton, Surrey. The pre-school offers care Monday to Friday, from 8.30am until 4pm, during term time only. There are eight members of staff. Of these, three hold degrees in early years education, one member of staff holds a qualification at level 5, and four members of staff hold qualifications at level 3. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager 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 talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff working at the setting.

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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