

Inspection of Little Graduates Montessori School

School Lane, Littlewick Green, Maidenhead, Berkshire SL6 3QY

Inspection date:

4 January 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children do not always benefit from a positive environment that supports their learning and helps them behave well. On occasion, staff do not control the noise levels in the pre-school room. Some children are not able to focus on their activities and this has a negative impact on their behaviour. The loud classroom prevents staff from supervising children effectively. As a result, they do not notice when some children run around the classroom, climb on the tables and chairs, and squabble with each other. Staff try to read a story to the children by raising their voices in order to be heard. Children are unable to clearly listen to the story, which does not help to promote their communication and language skills.

Despite these weaknesses in the pre-school room, children in the baby room show a preference for the key person they want to comfort them when they are upset. This demonstrates that they are forming bonds with staff. Babies participate in a circle time activity and staff use instruments to sing a welcome song to each of them. They respond positively when staff sing to them. This supports babies to build relationships with the other children and staff.

Children are encouraged to build on their independence skills to help prepare them for school. The older children pour water for themselves and confidently select the resources they want to play with. Staff encourage children to wipe their own noses and wash their hands. This provides children with opportunities to manage their own healthcare routines.

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

- The management team has not followed the appropriate local authority procedures for reporting incidents and allegations against staff. This has negatively impacted on the well-being of some staff. Consequently, staff do not feel confident in the management team's ability to fulfil their duty to protect staff from bullying, harassment and discrimination. This demonstrates that the management team has a poor understanding of the statutory requirements.
- Sometimes, staff in the pre-school room do not deploy themselves effectively to supervise children. They fail to recognise when children's needs are not being met. This results in noise levels escalating and the behaviour of some children deteriorating. Staff do not attempt to lower the noise levels. This means that, on occasion, the quality of teaching is ineffective, and staff are unable to support children to manage their behaviour.
- The manager and staff follow children's interests to plan activities. The manager provides opportunities for children to do woodworking projects, and this helps them to develop their fine and gross motor skills. In the toddler room, staff plan games to help children to build on their mathematical knowledge and practise

turn taking. Children enjoy rolling the dice and staff support them to count the correct number of teddies that match the dice. When children begin playing with the sand tray, staff encourage them to recognise and write letters. This supports children's development in writing and literacy. Staff are able to extend children's learning through their interests, which helps them to make some progress.

- Parents speak highly of the setting. They say that staff provide detailed information about their child's progress through termly meetings, verbal feedback and the online portal. The manager and staff provide home learning tips and advice, such as games and activities for parents to do with their child. The manager also sends videos to parents to further support home learning.
- The manager invites parents and staff to teach their specialist skills and knowledge to the children. This provides them with a range of experiences, such as floristry, Bollywood dancing, Japanese culture, policing and farming. The children also have regular lessons in forest school, physical education, information and communication technology, languages and woodworking. This enhances their knowledge and understanding of the world, and encourages them to have a respect for the environment, cultures and occupations.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not have a secure understanding of the statutory requirements for reporting incidents and allegations. This means that they have failed to follow the correct procedures. This has an impact on the safety and welfare of children and staff. Furthermore, staff do not always supervise children or manage children's behaviour effectively. This means that, on occasion, children are not provided with a safe learning environment. Nonetheless, staff have a good understanding of wider safeguarding concerns. Sometimes, staff do not remember who they need to make referrals to outside of the setting, but they demonstrated that they could access this information easily from posters in each room.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff provide an environment that supports children to manage their behaviour effectively in order to keep them safe	23/01/2023

improve staff deployment to ensure they can supervise children effectively and recognise when their needs are not being met	23/01/2023
ensure the management team is familiar with the safeguarding policy, and follows the appropriate local authority procedures for reporting incidents and allegations.	23/01/2023

Setting details

Unique reference number	108416
Local authority	Windsor and Maidenhead
Inspection number	10269343
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	57
Name of registered person	L G Montessori School Limited
Registered person unique reference number	RP524138
Telephone number	01628 828258
Date of previous inspection	5 September 2017

Information about this early years setting

Little Graduates Montessori School registered in 1994. The nursery school is situated in Littlewick Green, Berkshire. It is open each weekday from 8am and 6pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 19 staff working directly with the children, eight of whom hold appropriate qualifications. The nursery follows the Montessori ethos.

Information about this inspection

Inspector
Hayley Kiely

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager of an activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- This inspection was carried out as a result of the risk assessment process, following information received about the provider.

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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