

# Inspection of Toddler Town Montessori Ltd

Unit 3 Radley Road Industrial Estate, Oxfordshire, Abingdon OX14 3RY

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Inspection date: 28 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children enjoy their time at the nursery and are excited and happy to begin activities. The nursery follows the Montessori approach with a flexible curriculum brought up to date by the manager to equip children with the knowledge and skills they need for their future learning. Staff have high expectations for what children can achieve. All children are making good progress in their development. From a young age, they show an impressive ability to recognise and name letters and their sounds that form their names. Older children want to talk about the things that interest and excite them. They explain what makes monster trucks different to normal cars and show their desire to find out more by asking multiple questions. Babies use babbling to express themselves and shriek with laughter as they enjoy playing together.

Children's behaviour is excellent. They are well-mannered and polite and show kind consideration for others. Babies explore what their bodies can do. They increase speed as they run and then stop, showing they are gaining control over their balance and coordination. Children learn about healthy eating. They cut salad vegetables for lunchtime and staff talk to them about healthy eating. There are effective measures in place to ensure that children's food preferences, allergies and intolerances are managed well. Staff help children to understand why people eat different foods and this helps with their understanding about the similarities and differences between themselves and others.

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

- The provider, who is the nursery manager, provides a curriculum that is well organised and ambitious to help children to develop into confident, independent individuals. She explains how the curriculum has been beneficial in supporting children in bouncing back from the negative effects of the COVID-19 pandemic.
- Children complete their work activities in a reliable and predictive manner. This provides a secure routine that they know and understand. The repetition and practising of activities helps children to master skills, such as using tools. They handle tweezers and pencils with good control and purpose.
- Staff sing nursery rhymes and songs with children. Children copy and follow actions as they join in all together. This is a lively time of the day where children show their obvious enjoyment. Staff model language well and from a young age, children are confident talkers.
- Some children use dummies for comfort when they are settling in at the nursery. These are attached to their clothing by a strap. However, young children do not always need them for comfort and when playing, the dummy sometimes trails on the floor which is not hygienic.
- The nursery is a calm and purposeful environment. Children join together at the

beginning of the day and for mealtimes. This is hugely beneficial for their personal, social and emotional development. Older children enjoy taking responsibility for young children, such as holding their hand as they sit down. Younger children watch older children and learn from them.

- Staff spend individual time with children. Key persons get to know the children they care for extremely well and build on their prior learning and experiences successfully. Children are clearly very attached to staff and show they feel safe in their care.
- The special educational needs and/or disabilities coordinator is knowledgeable about how to support children and work with other professionals. Staff develop plans to support children and identify any gaps in their learning. They provide targeted support. For example, staff use effective ways to communicate with children who are not yet talking, such as showing photographs and using sign language. This helps all children to make their needs known.
- The provider carries out regular risk assessments to help keep children safe at the nursery. However, they have not completed recent health and safety training to be alert to changes in current guidance in relation to managing risks, such as not using plug socket covers and use of wall heaters.
- The provider manages the setting well. She creates a culture where staff feel valued and supported in their work. Parents receive regular electronic updates and have chance to speak face-to-face with the staff who care for their children. This helps them to know how to support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Staff display a good awareness of the signs and symptoms that might indicate that children are at risk of harm. The provider conducts safe recruitment procedures that help to ensure that staff who work with children are suitable to do so. There are clear lines for staff to report any concerns about children's welfare. The provider is aware of how to work effectively with the local safeguarding partners. This helps to keep children safe and secure. Staff are aware of local safeguarding issues and the impact of poverty upon families. The provider has information available to help direct families in need to services who can provide support.

## What does the setting need to do to improve?

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

- build on children's confidence and sense of security when settling in at the nursery, ensuring that use of any comfort items does not compromise their good health and well-being
- update knowledge of health and safety to ensure that risk assessments and any measures taken, reflect current guidance and are even more effective in keeping

children safe.

## Setting details

<b>Unique reference number</b>	2655285
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10283699
<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>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Toddler Town Montessori Ltd
<b>Registered person unique reference number</b>	2655282
<b>Telephone number</b>	01865956290
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Toddler Town Montessori Ltd registered in 2021. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Marshall-Gowen

## Inspection activities

- This inspection was prioritised following a risk assessment process.
- This was the first routine inspection the nursery 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 inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents shared their views during the inspection and the inspector took account of all feedback received.

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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