

Inspection of Townsend Montessori Nursery Faversham

Unit 4, Capital House, Jubilee Way, Faversham, Kent ME13 8GD

Inspection date: 24 April 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children come into the nursery happily. They are confident and feel safe and secure in this caring setting. Relationships are warm and trusting. Children frequently go to their key person for reassurance or a hug. Carefully planned activities by staff, help learn to share, take turns and play collaboratively with their friends. Younger children take turns to choose an animal for the song, while older children hold cylinders together for a friend to pour sand into. Staff have high expectations of children's behaviour, and children respond well. Where there are disagreements, staff talk to children about how their behaviour makes others feel.

Children show care for others. For instance, children carefully wrap a baby doll in a blanket and then say, 'Shhhh' because the baby is sleeping. Children have positive attitudes to their learning. They follow the example set by staff, demonstrating good manners and saying 'please' and 'thank you'. Children are supported by staff and this helps them learn to be independent in managing their personal care. The youngest children are shown how to feed themselves and can soon successfully copy the action to perform this task independently. They learn to pour their own drinks and to serve themselves at mealtimes. Children can use simple tools, such as safety knives, to cut up their fruit for snack.

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

- Overall, parents are happy with the nursery. They say staff know their children well and are knowledgeable. Parents are pleased with new transition arrangements. They are consulted about their child's interests and preferences and are pleased that home routines are followed in the nursery. However, some parents are unclear about their child's next steps in learning and how to support their children's learning at home.
- Staff support children's communication and language skills effectively. In all rooms, staff speak clearly to help to support correct pronunciation. Toddlers are encouraged to name the fruits in a familiar story. Staff extend their vocabulary, using colours to describe the fruit. Older children recognise rhymes and supply missing phrases in stories. They can predict what might happen next in a story and speak clearly, using full sentences.
- Staff plan interesting and engaging activities based on children's interests. They observe children and identify their next steps in learning. Occasionally, staff do not plan the activity carefully enough for children to be able to achieve the identified next step.
- Children build their physical skills well as they move through the nursery. The youngest children are supported in learning to walk independently. Outside, children play with a range of different balls, learning how to throw and catch accurately. Older children practise the skills of more formalised games, such as

rugby. They pass the ball, run and score a 'try'. Others enjoy the ride-on toys, appropriate to their age, negotiating corners and avoiding obstacles.

- Staff help to support children to be ready for the next stage of their education, including school. Children develop strength in their fingers to help support early writing skills. For example, a young child was delighted to observe a picture emerge as he did a rubbing. Older children developed finger strength as they squeezed pipettes to precisely place small blobs of paint on damp paper. They smiled with pleasure as they observed the colours merging together, making new colours.
- Leaders are ambitious. They have a comprehensive improvement plan in place, which has helped to support them in improving the skills and knowledge of staff, thus making children's learning more effective. Staff benefit from regular meetings with the manager to discuss their practice and training needs, as well as their well-being.
- Children learn that other cultures have different customs. They celebrate a variety of festivals, read books that show a range of different families and access resources to support their understanding of similarities and differences.
- Children with special educational needs and/or disabilities (SEND) are effectively supported. The special educational needs coordinator is appropriately trained. She liaises with external professionals to ensure that children have the support they need and, that advice is followed in planning activities that help to support good progress. Additional funding is spent appropriately to meet the needs of these children.

Safeguarding

The arrangements for safeguarding are effective.

All staff can talk knowledgeably about safeguarding issues, including those that are most common to their area. Staff benefit from regular training and quizzes which the manager completes to test their knowledge. They know how to recognise a child that may be at risk and who they should contact about any concerns they may have. Staff know the procedures they should follow if they see signs that a child's safety may be compromised. They complete regular fire evacuations and checks of fire-fighting equipment. They check the premises daily to ensure they are safe for children to use.

What does the setting need to do to improve?

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

- provide staff with support to help them understand how to more effectively focus curriculum planning on what they want children to learn
- strengthen lines of communications with parents and help them to understand what their children need to learn next and how to support their learning at

home.

Setting details

Unique reference number	EY425824
Local authority	Kent
Inspection number	10247203
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	1 to 4
Total number of places	120
Number of children on roll	111
Name of registered person	Townsend Montessori Nurseries Ltd
Registered person unique reference number	RP906980
Telephone number	01795 539803
Date of previous inspection	16 June 2022

Information about this early years setting

Townsend Montessori Nursery Faversham registered in 2011. It follows the Montessori method of education. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs 25 members of staff. Of these, 12 hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Jill Thewlis

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 setting.
- The manager took the inspector on a learning walk of the premises. With room leaders, they discussed how the planned activities supported the learning of the children.
- The inspector and the manager jointly observed children interacting with nursery staff and discussed the learning that had taken place.
- At suitable times during the inspection, the inspector spoke to parents, staff and children and took account of their views.
- The inspector held discussions with staff at all levels about their understanding of their responsibilities in keeping children safe.
- Documents relating to safeguarding and suitability were viewed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023