

Inspection of Farnham Montessori School

Farnham Park Golf Course - Cricket Clubhouse, Folly Hill, Farnham, Surrey GU9 0AU

Inspection date: 2 May 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 are friendly and happy in this nursery. They develop early friendships as they talk to their friends while waiting to come into the nursery. Staff warmly greet children as they quickly settle into their chosen activities, exploring the well-planned Montessori curriculum. The nurturing attitude of the staff helps children to feel safe and secure.

Staff have high expectations of children's abilities. From the outset, children show increasing independence in their self-care skills from the start of their day. They leave their parents with confidence, placing their belongings on their pegs. Children take their shoes off and get their slippers on for their time indoors. They confidently wash their hands before mealtimes and after playing outside. Children know the routines well and are confident to manage their own personal care needs. This supports children's good health.

Children behave well. Staff support children's behaviour with a consistent approach. They are good role models, with expectations for children's behaviour. Staff are sensitive and praise children when they make good choices. This supports their positive attitude to learning. Children quickly learn what is expected of them, supporting their self-esteem and well-being. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- The manager and staff have a clear understanding of the Montessori approach and how this is used to support children's learning. The manager has worked together with staff to create and implement a wide, meaningful curriculum, which is aligned with specific themes, to help ensure that children get the best experiences while at the nursery. The curriculum is sequenced to allow children to repeat activities, allowing them to master the skills they need for later learning. Furthermore, the manager recognises the impact of the COVID-19 pandemic on children's learning and places a high focus on personal, social and emotional development, which prepares children for their transition to school.
- Staff develop children's communication skills and vocabulary. They introduce new language, such as 'double decker bus', and talk about different vehicles. Children who speak English as an additional language are well supported. Staff use simple sentences and gestures to support children's understanding. This helps all children to achieve a good understanding of English and develops their vocabulary over time.
- Staff recognise the importance of children having daily access to the garden, to support their physical development. Children develop their small- and large-

muscle skills very well. For instance, young children concentrate as they use their fingers to sprinkle cress seeds on cotton wool. Older children carry wooden blocks to make ramps for their cars. This supports children to develop their muscle groups in preparation for later learning.

- Children enjoy listening to stories. Staff are animated and allow time for children to recall their previous learning. For instance, children recall the life cycle of a butterfly, using factual books. Staff follow this learning and continue their interest in searching for bugs. However, occasionally, quieter children do not always receive these quality interactions within their spontaneous play. Younger children sometimes wander around and appear to be unsure of what to play with.
- Children behave well. Staff support children to understand different emotions. They talk to the children about how they might feel and have introduced detailed plans to support children's individual behaviour, to manage their emotions. This broadens children's knowledge of emotions.
- Children with SEND are well supported. Staff communicate frequently with parents and work closely with other provisions, such as schools. This ensures that children get the best possible start for their next steps in learning and development.
- Partnership with parents is strong. They comment on how independent their children are, saying that their children's broad vocabulary, which they have learned at nursery, supports their children's speech and language development.
- The manager regularly arranges in-house training to support staff to improve their knowledge and skills. However, supervisions with staff do not focus effectively on providing clear feedback so that staff can use this to further develop their quality of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their safeguarding roles and responsibilities. Staff are aware of possible signs and symptoms that may indicate a child is at risk of harm. They are mindful of safeguarding concerns and confidently describe what action they would take to seek support. Staff know the procedures to follow in the event of allegations against staff. They implement daily risk assessments of the indoor and outdoor environment, which helps to ensure that children remain safe when playing at nursery. The manager has a robust recruitment process, ensuring that those working with children are suitable to do so.

What does the setting need to do to improve?

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

- ensure staff gain a good understanding of how to implement effective teaching and interactions, particularly with quieter children, to help them gain the skills and knowledge they need for their future learning
- strengthen how supervisions are used to target training that builds on the quality of teaching, to support children's learning to the highest level.

Setting details

Unique reference number	EY493560
Local authority	Surrey
Inspection number	10285335
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	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Meechan, Marion Emily
Registered person unique reference number	RP902944
Telephone number	07580298206
Date of previous inspection	2 October 2017

Information about this early years setting

Farnham Montessori School registered in 2015 and is located at Farnham Cricket Pavilion, Surrey. The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years old. It is open from Monday to Thursday, 9.15am to 3.15pm, and on Fridays, from 9.15am to 1.15pm, during term time only. There are seven staff employed, of whom four have appropriate early years qualifications at level 3 or above. The manager holds a diploma in Montessori practice and is a qualified early years teacher.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- 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 manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents 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 an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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.

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