

# Inspection of Datchet Montessori School

Datchet Cricket Club, Riding Court Road, Datchet, Berkshire SL3 9JW

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Inspection date:

18 May 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

Children really enjoy the time they spend exploring the extensive range of activities available. Parents and children have developed extremely strong bonds with the well-established and highly skilled staff team. Children show complete confidence in approaching staff for guidance and support with their self-care needs. Staff provide children with an abundance of encouragement to empower children's independence skills. Small achievements are praised and shared with the group, for example when newer children separate from parents and learn to put their own belongs and water bottles in designated areas. Children learn how to keep themselves and others safe, and take great pride in helping others and completing extra responsibilities. They eagerly assist with completing the register and willingly fetch visual communication prompts to enable their friends to be fully included in activities. Children engage in learning for significant lengths of time. They have excellent opportunities to learn early maths skills, continually building on their understanding of areas such as, shape, size and measurements, through a range of self-selected and taught activities.

Children have exceptional opportunities to discover the similarities and differences between themselves and others. For example, staff plan a range of 'around the world' experiences where children learn about which animals are native to which countries. Children enthusiastically bring in their own examples and objects to add to the displays. Parents share experiences of their trips to other countries with children and staff, who look at pictures and examples of traditional dress and musical instruments together. Children enjoy cookery sessions where they make and discuss tacos from Mexico and flat bread from India. All children, especially those with special educational needs and/or disabilities (SEND), are fully included in activities and make rapid progress in their communication and language skills.

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

- Leaders and staff have a crystal clear, carefully considered and well-sequenced curriculum. Staff successfully implement the Montessori approach and complement this with very effective and precisely targeted teaching practices. All children receive excellent tailored support, especially those with SEND.
- Staff are superb at consistently providing children with structured support throughout the well-planned daily routine. Children's behaviour and attitudes for learning are exceptional. They show incredibly high levels of patience, tolerance and respect for others, the environment and themselves. This supports children's understanding of the highly ambitious standards of behaviour and independence that are expected at the setting.
- Staff continuously praise and celebrate children's achievements. They recognise the children's growing independence and value the contributions they make

within the setting. This promotes children's sense of self, confidence and emotional well-being.

- Children make rapid and significant progress in their communication and language skills. Staff make excellent use of extra resources and strategies to ensure all children are able to make their wishes and feelings known. Children hear and use a rich, diverse and wide vocabulary that builds upon what they already know, to extend their learning.
- Children have lots of opportunities to develop their physical and emotional health. These experiences are carefully planned to support children's individual next steps. For example, older children develop their balance and coordination by practising the carrying of resources on trays. This builds on their abilities, such as carrying their meal trays and meet their own care needs. All children take part in regular mindfulness and relaxation activities, including weekly yoga and fitness sessions.
- Leaders provide staff with targeted and regular professional development opportunities. Management and staff make excellent use of partnership working with other agencies to develop their knowledge and understanding. For instance, staff have worked hard to increase their ability to meet the needs of children with significant and complex needs. Staff benefit from bespoke speech and language support, undertake occupational therapy training and regularly attend local network provider meetings. This continuously improves the already exceptionally high quality of provision.
- Parents are extremely pleased with the care and support that their children receive. They feel that staff are exceptionally good at recognising and celebrating what makes their children unique. Parents share that there is a real sense of partnership working, and eagerly contribute to their children's learning.
- All staff actively contribute and precisely adhere to children's personalised plans. Leaders share assessments and observations with parents and other settings where relevant. This ensures effective and timely support for children and families. The setting has excellent arrangements in place to support children's transition to school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders demonstrate an in-depth understanding of safer recruitment practices and implement highly effective processes to check the ongoing suitability of adults. All staff demonstrate highly detailed knowledge of local safeguarding issues in the wider community and are alert to the risks around female genital mutilation, radicalisation, and their responsibilities under the 'Prevent' duty. Leaders and staff carefully monitor attendance and implement effective procedures for the monitoring and handling of any accidents and incidents. All staff take part in completing routine and individual risk assessments to ensure that children can play in safety. Staff follow effective behaviour management policies and procedures, which contribute to children knowing what is expected of them.

## Setting details

<b>Unique reference number</b>	EY340398
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10276133
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	GT & JE LIMITED
<b>Registered person unique reference number</b>	RP526490
<b>Telephone number</b>	01753544352
<b>Date of previous inspection</b>	3 July 2017

## Information about this early years setting

Datchet Montessori School registered in 2006. It is located in Datchet, Berkshire. The setting is open five days a week and sessions run Monday to Friday from 9.30am to 1pm. The provider employs three members of staff; of these, two hold appropriate qualifications at level 6 and one holds a relevant level 3 qualification. The setting follows the Montessori approach. It offers funded places for children aged two, three and four years.

## Information about this inspection

### Inspector

Leanne Merritt

## 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 this into account in their evaluation of the provider.
- Leaders and the inspector completed a learning walk together of all areas of the pre-school and discussed the intention of the providers early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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