

Inspection of Montessori Pre-School Nursery & Holiday Club

Montessori Pre School, 127-129 Green Lane, MIDDLESBROUGH, Cleveland TS5 7AD

Inspection date: 1 June 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 show a strong sense of belonging at this home-from-home nursery. They are warmly welcomed by the enthusiastic staff and separate from their parents with ease. Staff provide a nurturing environment for children and show genuine care for their well-being. Children have exceptionally strong bonds with them. They smile with excitement when they see their key person, and enjoy regular cuddles throughout the day.

The management team is passionate about delivering high-quality care and education to all children. Children enjoy a wealth of learning opportunities in this stimulating environment, both inside and outside. For example, children engage in a bug hunt. They become absorbed as they find spiders and bees in the outside area. Staff skilfully develop learning further by adding magnifying glasses, which children use to get a closer look at the insects.

Children behave very well and understand the rules and boundaries of the nursery. Staff are consistent in their approach to behaviour management. For example, they remind children to use their manners and say 'please' and 'thank you'. Children are motivated to learn as they receive constant praise and recognition for their achievements. This helps to build their self-esteem and confidence.

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

- Staff carefully plan and provide a range of opportunities based on children's interests and what they need to learn next. For example, children use brushes to move sand and find the shapes hidden underneath. Staff challenge them to find the same shapes in their environment. However, at times, during group activities, quieter children do not always get the same opportunities to talk and answer questions as children who are more confident.
- The management team and staff have high expectations for children's independence skills. Children willingly wash their hands and help to set the table at mealtimes. Staff build on these developing skills as children progress through the nursery. For example, younger children are keen to drink from open-top cups. Older children manage their toileting and personal hygiene needs well. This means that children are well prepared for their eventual move on to school.
- Overall, staff place a sharp focus on developing children's communication and language skills. They provide a language-rich environment, where they consistently talk to children, sing songs and read books. However, on occasion, children are not given enough time to gather their thoughts and respond to questions and instructions.
- Children learn about the benefits of good health. For example, they brush their teeth daily at the nursery and take part in various activities to promote oral

hygiene. Food is nutritious, healthy and freshly prepared each day by the nursery cook. Staff talk to children about different types of fruits, such as grapes and apples, as they encourage them to try them.

- Children have daily opportunities to explore the large outdoor area and develop their physical health and well-being. Children confidently ride bicycles and scooters over wooden ramps. Older children enjoy making obstacle courses out of crates. Staff challenge them to make them higher to balance and jump on.
- The manager and staff build strong parent partnerships. Parents have lots of positive things to say about the nursery. For example, they say that staff provide exceptional childcare. Parents appreciate the daily communication that staff shares with them about what their children have been learning. They value the parent evenings and the opportunity to contribute their ideas and suggestions.
- Children's mathematics skills are promoted in a variety of ways. Children are consistently encouraged to count within activities and estimate quantities. For example, children use spoons to fill bowls with oats and rice. Staff challenge them to 'half fill' the bowl as they play. Children develop the knowledge needed for future mathematical learning.
- The management team carries out regular supervision sessions with staff to discuss key children and support their well-being. Staff have regular training opportunities to improve their knowledge and enhance their teaching. The manager places high priority on ensuring that training, such as safeguarding is well embedded. This helps staff to be clear on their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a secure knowledge of safeguarding and child protection issues. The environment is safe and secure, and risk assessments are effective in minimising risks to children at the nursery. Staff attend safeguarding training and understand the possible indicators of abuse. This helps staff to maintain an up-to-date knowledge of child protection legislation. They know the procedures to follow should they have any concerns about a child. Managers ensure that staff have clear policies to follow if they have concerns about their colleague's practice. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- use a wider range of strategies to support children's communication and language even further
- strengthen staff's implementation of group times to engage more with quieter children, so they receive the same level of support as their more confident peers.

Setting details

Unique reference number	EY338852
Local authority	Middlesbrough
Inspection number	10289073
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	66
Number of children on roll	78
Name of registered person	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal Partnership
Registered person unique reference number	RP905571
Telephone number	01642814252
Date of previous inspection	10 November 2017

Information about this early years setting

Montessori Pre-School Nursery & Holiday Club registered in 2006 and is located in Middlesborough. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including one staff member who holds an appropriate childcare qualification at level 6. The nursery opens from 7.15am until 6pm, Monday to Friday, all year round except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

Inspection activities

- This was the first routine inspection the pre-school 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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation on an activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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