

# Inspection of Coolham Montessori Nursery School

Coolham Village Hall, Billingshurst Road, Coolham, Horsham, West Sussex RH13  
8QN

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Inspection date: 15 June 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Good |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm and friendly welcome from staff when they arrive at the nursery. After finding their name card, children settle quickly at their chosen activities. Staff play alongside, giving prompts and ideas to help children to focus and extend their learning. For example, staff encourage children to persevere to make a ball with sand. They show children how to shape the sand and suggest that they squeeze it very hard to make a ball.

During play, staff teach children to share and take turns. They role model good manners and encourage children to be kind to each other. This helps children to develop good social skills and play cooperatively with their peers. Children enjoy story time. They listen well and concentrate on the book. Children help to turn the pages and point to pictures. Staff listen to what children have to say and repeat their words clearly. This supports their developing speech and language skills.

Staff provide stimulating activities, which help to promote children's curiosity for learning. For example, children relish playing with sea creatures in the water tray. They excitedly splash the water and enjoy it falling on their faces. Staff introduce new terminology, such as 'hammerhead shark' and 'reef', to extend children's vocabulary.

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

- The manager plans an ambitious curriculum and is focusing on developing children's speech and language skills. For example, she seeks advice from professionals, such as speech therapists, who visit the nursery and share strategies with staff to support children's language skills. This helps to provide continuity of learning between the nursery, speech therapy sessions, and home.
- Overall, staff develop positive partnerships with parents, and parents appreciate the feedback they get each day. However, some communications with parents are less effective. For instance, some parents are unaware of who their child's assigned key person is and they are not familiar with what their children are learning to do next. This means that they cannot support their children's learning at home as well as possible.
- Children with special educational needs and/or disabilities receive good support. Staff use extra funding well to provide resources that support children's individual learning needs. For example, staff use mirrors and sensory materials successfully to help to develop children's concentration skills during their play.
- Staff use different strategies well to support children's early communication. For example, staff regularly teach children sign language. Children begin to use signs about the weather, such as 'sunshine', in their interactions with others.
- Staff use opportunities during play to develop children's mathematical skills. For

instance, they introduce simple mathematical language, such as 'biggest' and 'smallest', and count objects. Staff encourage children to count the sides of a shape they have built. They introduce larger numbers to extend children's learning further.

- Children enjoy experimenting with mark making and they practise their early writing skills. For example, children enjoy rolling paints on the easel and drawing pictures, such as with pencils and crayons. Staff help to develop children's hand muscles and fine motor skills, such as by encouraging children to squash and squeeze malleable materials.
- Staff use effective strategies to manage children's behaviour. For instance, staff respond swiftly to help to resolve a sharing dispute. They use distraction effectively, encouraging children to count the cars that they are playing with, which helps them to quickly refocus on their game.
- Children learn to be independent at snack time. For instance, they pour their own drinks and butter bread. Staff supervise and ask children if they want their bread cut into triangles or squares. They use the opportunity to promote healthy eating, such as by talking about healthy eating options.
- Children are developing good personal hygiene skills. For instance, they know how to blow their nose and put the tissue in the bin. Children visit the toilet independently or ask for support when necessary. These skills will help children when they take their next step in education.
- The manager evaluates her practice and supports staff to learn new skills. For example, she completes staff appraisals and identifies opportunities for professional development. Staff say that they feel supported by the management team and enjoy working at the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures and know how to keep children safe. They know how to follow guidelines to record and report their concerns if they feel a child could be at risk of harm or abuse. Staff complete daily risk assessments to ensure that the setting is safe and clean before the session commences. The manager has procedures in place to ensure that children with allergies and intolerances are protected. Staff check that children have sunscreen on and remind them to wear a hat when they go outside so they are protected from the sun. Staff understand the importance of keeping accurate records of any potential accident or incident.

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

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

- strengthen parent partnerships, making sure that all parents are aware of and

build relationships with their child's assigned key person.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY313759                           |
| <b>Local authority</b>                             | West Sussex                        |
| <b>Inspection number</b>                           | 10289297                           |
| <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>                  | 29                                 |
| <b>Name of registered person</b>                   | Tully, Susan Anne                  |
| <b>Registered person unique reference number</b>   | RP514029                           |
| <b>Telephone number</b>                            | 01403 741101                       |
| <b>Date of previous inspection</b>                 | 20 November 2017                   |

## Information about this early years setting

Coolham Montessori Nursery School registered in 2005 and is situated in the local village hall in Coolham, West Sussex. The nursery follows the Montessori educational philosophy. The setting is open during term time only from 8.30am to 3pm, Monday to Thursday, and from 8.30am to 12.30pm on Friday. The provider employs six staff. Of these, three hold qualifications at level 3 and above. The provider receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Lisa Smith

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 special educational needs and/or disabilities.
- 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 spoke to several parents during the inspection and took account of their views.
- 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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