

# Inspection of Little Graduates Montessori School

School Lane, Littlewick Green, Maidenhead, Berkshire SL6 3QY

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Inspection date: 22 June 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education                     | <b>Good</b> |
| Behaviour and attitudes                      | <b>Good</b> |
| Personal development                         | <b>Good</b> |
| Leadership and management                    | <b>Good</b> |
| Overall effectiveness at previous inspection | Inadequate  |

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

### The provision is good

Staff know the children well and understand what they need to feel safe and secure in their environment. The positive relationships that staff have built with each other and the children have fostered a culture of teamwork, respect and trust. The youngest children demonstrate a sense of belonging. Staff respond to their verbal and non-verbal cues and are sensitive and gentle in their care.

Children love being outdoors and have lots of space to practise their physical skills. They balance with confidence and explore different ways of moving their bodies. Children are encouraged to be creative in their play and make-believe by pretending. For instance, staff explain how the children enjoyed the 'Room on The Broom' book. They make wands in the forest school areas by wrapping different-coloured wool around sticks that they have found on the floor. Using their wands, they turn each other into different animals, such as kangaroos and frogs. They have lots of fun using their imaginations to act out the different animals.

Staff plan well-thought-out activities that are focused on what they want the children to learn next. For example, children enjoy a painting activity where they explore colours by mixing them. They also investigate and learn about different fruits and vegetables. Skilful staff extend the children's learning by asking thought-provoking questions that encourage them to connect their thoughts and thinking. This helps staff to recognise when children have learned what they wanted them to and identify areas to support children further.

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

- Managers and staff have made significant improvements since the last inspection. This has had a positive impact on children's safety and learning experiences and helped to raise the overall quality of the provision.
- The manager can confidently explain the different areas of learning that she wants the children to learn. She has identified where the children need support when developing the skills they need to prepare them for their next stage of learning. This helps the children to make good progress in necessary areas. Children access learning in all areas.
- Staff confidently explain their knowledge and understanding of their key children. They know them well and can explain where they are in their development. Children go to their key person for support and comfort throughout the day and demonstrate they feel safe and content in their environment. However, staff do not ensure that all parents have a full understanding of who their child's key person is. Therefore, parents do not benefit from building strong relationships with the person who supports their child's learning.

- Managers and staff have made noticeable improvements to the environment to support the children's behaviour and conduct. With effective strategies in place, children are supported to manage their feelings and feel good about their achievements. Staff are consistent in their approach when promoting positive behaviour. Children respond well and know what is expected of them. They demonstrate listening skills and follow simple and appropriate rules and boundaries.
- Staff well-being and opportunities for continuous professional development are a priority. Staff express that they feel valued and supported. Managers implement solid inductions and have set times to discuss the children and prospects of growth in the staff member's career.
- Children follow some simple good hygiene routines. For instance, staff encourage children to wash their hands after using the toilet and before meals. They support the youngest children to wash their hands using a small portable sink in the room. However, staff do not consistently encourage children's self-care skills or develop their understanding of how to stop the spread of germs to keep themselves and others safe. For example, at times, they do not support children to learn simple tasks, such as wiping their own noses and disposing of tissues appropriately.
- Parents speak positively about the care and education their children receive. They explain that they feel comfortable sharing any concerns and believe they would be handled efficiently and appropriately. Parents express that communication is open and managers and staff are friendly and honest. The managers explain how they value parents as partners and seek their views and opinions.
- The manager is passionate and committed to delivering the best outcomes for the children and their families. She has a clear vision for continual improvements to ensure that all children have solid foundations in their learning and for their well-being. Managers closely monitor the provision and are dedicated to driving practice forwards to ensure that children receive the best care.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have raised the profile of safeguarding and taken steps to strengthen their child protection knowledge. In particular, they have improved their understanding of the correct processes for reporting allegations or concerns if they are worried about a child's welfare. Staff are vigilant and demonstrate their understanding of the signs and indicators that could suggest that a child is suffering from harm. They explain the importance of acting swiftly in the best interest of the child. The safeguarding training has given staff the confidence to act on any concerns to keep the children safe. The manager has implemented systems to ensure that all staff are deployed effectively to supervise children while they explore their environment.

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

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

- strengthen communication with parents so that they are all kept fully up to date with who their child's key person is to help children experience a highly consistent approach to their learning and care
- enhance provisions for children to learn about and follow good hygiene practices to further improve their self-care and independence skills.

## Setting details

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| <b>Unique reference number</b>                     | 108416  |
| <b>Local authority</b>                             | Windsor and Maidenhead  |
| <b>Inspection number</b>                           | 10275674  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 1 to 4  |
| <b>Total number of places</b>                      | 76  |
| <b>Number of children on roll</b>                  | 73  |
| <b>Name of registered person</b>                   | L G Montessori School Limited   |
| <b>Registered person unique reference number</b>   | RP524138  |
| <b>Telephone number</b>                            | 01628 828258  |
| <b>Date of previous inspection</b>                 | 4 January 2023  |

## Information about this early years setting

Little Graduates Montessori School registered in 1994. The nursery school is situated in Littlewick Green, Berkshire. It is open each weekday, from 8am to 6pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 20 staff working directly with the children, 10 of whom hold appropriate qualifications. The nursery follows the Montessori ethos.

## Information about this inspection

**Inspector**  
Kelley Ellis

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint observation of a communication and language activity with the deputy 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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