

Inspection of Windsor Montessori House Of Children

4 Datchet Road, Old Windsor, Windsor SL4 2RQ

Inspection date: 27 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive with huge smiles and are warmly greeted by staff. They know routines well and independently put away their belongings. Staff are enthusiastic and committed to children's well-being. For example, they encourage mindfulness breaths and quiet moments to help children relax and think about their day ahead. Children demonstrate positive behaviour. They understand and follow the rules and boundaries expected of them. Children choose from a selection of carefully created learning trays and practise a variety of skills. They show high levels of focus, such as when using a pipette to transport water from one container to the next. Children tidy these away when completed. They show an impressive familiarity with the morning routine.

Children are competent communicators, including those with English as an additional language. Staff use many opportunities to introduce new words that children apply, such as 'absorb' when children fetch a flannel to wipe up spilt water. Older children speak confidently to new people. For example, they eagerly tell the inspector about their achievements at the recent sports day. They beam with pride, showing high levels of self-esteem. Younger children share their wants and needs in their own unique ways. Staff are quick to respond appropriately, clearly knowing the children well. This encourages children to feel safe, secure and happy at all times.

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

- The knowledgeable manager, who is also the owner, provides a curriculum that is well sequenced. For example, babies learn to play independently and meet their learning goals through sensory experiences. For instance, they feel the texture of paint and observe the mixing of colours as they make marks. Children in pre-school are supported to become logical thinkers and are well prepared for their move to school. This is evident when they carefully create a wall with bricks which are perfectly sequenced in size order.
- Children enjoy learning about the natural world. The manager and staff organise real-life experiences to support their knowledge and understanding. For instance, children learn about where certain food comes from. They are helped by staff to plant, nurture and harvest potatoes. Children are fascinated to see the huge amount of potatoes that grow from one potato. They are interested and talk about making and eating potato salad. This helps children become curious learners.
- Staff promote children's physical skills well. For example, babies are encouraged to build their core muscles by pulling themselves up using furniture. Toddlers practise walking up and down steps and become more and more proficient. Pre-school children strengthen their small hand muscles by threading dry pasta

tubes and using scissors to cut straight and zig-zag lines. Children demonstrate good progress in their physical development.

- Children learn to adopt healthy lifestyles. For example, at mealtimes, staff initiate conversations with children about foods that are good and not so good for them. This encourages children to make healthier food choices. Children remember how to wash their hands thoroughly, such as when they rub the soapy water in between their fingers. They love being outdoors in the fresh air. Children run, jump and whizz around on tricycles, showing good levels of stamina. This helps children understand the importance of keeping fit and well.
- The manager is an experienced teacher and leader. She is passionate about children, their families and her highly qualified staff team. The manager regularly evaluates the education and care to help drive improvement. Staff feel valued and show high levels of enthusiasm for their roles. However, the manager is not yet consistent in providing staff with ongoing supervision meetings. This means that staff's professional development is not assessed effectively for their individual progress and other areas for development.
- The manager and staff forge strong and trusted partnerships with parents. This is evident when parents say that they highly value the loving care and education their children receive. Parents report that their children are well equipped for their continued future success. Parents are impressed with the progress children make, particularly in their speech, confidence and independence. They share their delight with the inspector and say they enjoy hearing their children repeat positive quotes they have heard at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their responsibility to keep children safe from harm. They are aware of the potential signs and symptoms that may indicate a child is at risk of abuse, including exposure to extremist views and behaviours. Staff know the procedures to follow if they have a concern about a child's welfare. They recognise the importance of reporting concerns about adults in the workplace. Staff ensure the indoor and outdoor premises are secure when they carry out daily risk assessments. This helps to minimise potential safety risks to children. The manager follows robust recruitment processes to check staff's suitability to work with children.

What does the setting need to do to improve?

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

- deliver consistent and regular support to staff to promote their ongoing professional development.

Setting details

Unique reference number	EY492631
Local authority	Windsor and Maidenhead
Inspection number	10301600
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	20
Name of registered person	Ellawala, Rathnavali Menik
Registered person unique reference number	RP511939
Telephone number	01753 830525 or 01344 844592
Date of previous inspection	16 January 2018

Information about this early years setting

Windsor Montessori House Of Children registered in 2015. It is open from 8am to 6pm on Monday to Friday, all year round. The Nursery employs four staff, all of whom hold recognised childcare qualifications from level 6 to level 3. It accepts funding for the provision of free early education for children aged two, three and four years. The Nursery follows the 'Montessori' philosophy to deliver their early years curriculum.

Information about this inspection

Inspector
Sonia Panchal

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 Nursery manager and has taken that into account in their evaluation of the Nursery.
- The manager took the inspector on a learning walk and explained her curriculum intentions and how these are implemented.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed children's activities, play and interactions with staff, indoors and outdoors, and assessed the impact of this on their learning.
- The manager and inspector observed and evaluated an activity together.
- Parents and carers discussed their views and provided verbal and written feedback about the education and care their children receive.
- The inspector reviewed a sample of relevant documentation, including evidence of staff's paediatric first-aid certificates and suitability checks.

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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