

Inspection of Montessori Pre-School Nursery

462 Thornaby Road, Thornaby, STOCKTON-ON-TEES, Cleveland TS17 8QH

Inspection date: 25 September 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The management and staff team have worked hard to make changes and improvements to the nursery. Since the last inspection, they have developed the curriculum for children and offer a range of purposeful experiences, which help children make good progress. For instance, staff who work with young children focus on building physical skills and independence. This is further developed as children move into the pre-school room and they are well prepared to start school.

The manager has improved staff's understanding of how to identify and manage risks in the nursery. Staff teach children how to keep themselves safe and show them how to use resources, such as scissors, in a safe way. Children benefit from clear boundaries and their behaviour is positive.

The manager provides staff with effective supervision and regularly observes their practice. This helps her to identify any opportunities for their professional development and staff say they feel supported in their role. Parents are happy with the level of communication and say that staff 'care for their children as individuals'. They are happy with the progress their children make, particularly in their developing self-care skills. Children show they feel safe and happy in the nursery. They ask staff for help if they need it and develop good social skills.

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

- Children benefit from an exciting and challenging curriculum. Staff know how to meet children's individual needs and plan activities, inside and outside, which are based on their interests. Staff use assessment information to create next steps and high aims for each child. This helps children to make good progress.
- Children enjoy fresh air as they spend plenty of time outdoors. They use chalks to make marks on the pavement and thoroughly enjoy splashing in the water as staff sing nursery rhymes. Older children point out butterflies and enjoy the challenge as they move around the obstacle course.
- A strength of the nursery is the way in which staff support children and families who speak English as an additional language. Staff use words in children's home language to help develop their ability to communicate their needs and build on their understanding of new words. For example, during circle time, children sing the 'hello' song and use Mandarin words to greet their friends. The manager supports families by translating documents to enable communication.
- Staff help children to prepare for the next stages in their learning, such as moving into the next room. Young children begin to use the Montessori resources to develop small physical skills and problem-solving. Although they show interest in familiar books, some young children struggle to maintain high levels of engagement in lengthy group times. In addition, there are times when

staff ask too many questions and, on occasion, they model incorrect language to children.

- Children have strong bonds with staff. Staff know them well and know how to meet their individual care needs. They are good role models to children and encourage them to be well mannered and kind. Children show high levels of self-confidence. They are keen to share their knowledge and skills, such as showing others how to play games.
- Staff promote children's good health and independence. Children brush their own teeth and staff talk to them about the importance of doing this correctly. Older children know to wash their hands before lunch and use the toilet independently. Young children enjoy washing dolls and learning how to dress themselves during activities in the water tray.
- Staff say they feel supported in the nursery. The new manager provides staff with regular feedback, which helps them to develop their skills to work with children. For example, staff attend training to help them meet the needs of families who speak English as an additional language and support children with special educational needs and/or disabilities.
- The manager and staff team have worked hard in partnership with the local authority and other agencies. This has helped them to evaluate the provision and make positive changes which benefit children. For instance, the health visiting team attend the setting to discuss assessments and any support needed to help children make progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager provides staff with clear policies and procedures for child protection and safeguarding. She is the designated safeguarding lead and is aware of the procedures and guidance of the safeguarding partners. For example, she knows what to do if an allegation is made against a member of staff. Staff show confidence in describing potential signs of abuse and know how to record and report their concerns swiftly. For example, staff are aware of the signs of county lines, neglect and domestic violence. The provider follows safer recruitment guidelines to ensure staff are suitable to work with children and regular ongoing checks are completed. For example, staff complete a yearly declaration to confirm their suitability and have enhanced Disclosure and Barring Service checks.

What does the setting need to do to improve?

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

- enhances staff's understanding of how to consistently promote children's communication and language skills
- consider the length of group times for younger children and the impact this has

on their level of engagement.

Setting details

Unique reference number	EY419249
Local authority	Stockton-on-Tees
Inspection number	10260419
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	2 to 10
Total number of places	65
Number of children on roll	35
Name of registered person	Mr Mohammed Afzal Khushi & Mrs Nargis Bano Afzal Partnership
Registered person unique reference number	RP905571
Telephone number	01642750113
Date of previous inspection	4 October 2022

Information about this early years setting

Montessori Pre-School Nursery registered in 2010 and is located at Thornaby, near Stockton-on-Tees. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including the manager. The nursery opens from Monday to Friday, all year round with the exception of bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, indoors during a planned activity.
- The inspector held a discussion with the manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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