

Inspection of Kings Castle Montessori Nursery School

31 Saxonbury Road, Tuckton, Bournemouth BH6 5NB

Inspection date: 20 September 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

The curriculum is ambitious and flows seamlessly from room to room to continuously build on what children already know and need to learn next. All staff know how to develop children's learning and build on their next steps. They deliver the curriculum well and use the Montessori approach to help children understand the world they live in and be ready for school. Children gain good independence to do things for themselves. They learn to manage their behaviour and be kind to others. Staff manage transitions well to ensure children are ready emotionally and developmentally before they move on to the next age/stage room in the nursery. Children relish new challenges and have a positive attitude to learning.

The nursery has a warm and welcoming atmosphere for children, parents, and visitors. The manager and staff have a positive attitude to their roles, and this reflects well on the children and their approach and attitude to their experiences. The key-person system is a particular strength across the nursery. Training has had a positive influence on staff's understanding of the importance of the bonds children develop with them. There are very close attachments between the key staff and their children and between other staff. This means that children settle quickly and have the confidence to explore their environment under the watchful eye of familiar staff that they trust.

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

- Staff promote children's independence well. From a young age, children learn to tidy up and take care of their environment. They work together to achieve goals. For example, two toddlers help each other to carry heavier and larger items at tidy-up time. In the pre-school room, children prepare their own snacks and wash up afterwards. They know to take care with fragile items, such as glass jugs and chinaware, as they know they will break if dropped.
- Staff promote children's behaviour well. From a young age, children learn to be kind, share, and take turns. For example, in the toddler room, staff remind them that 'arms are for hugging not pushing', and that 'being unkind makes their friends sad'. Toddlers show they understand this simple explanation and adapt their behaviour accordingly. Pre-school-age children benefit from the 'peace table' and 'peace rose', to help them manage disputes or when they are feeling sad about something. This area helps the children to talk about and recognise different emotions and how they can support their friends.
- There are good partnerships with parents with secure systems to share and receive information. This enables staff to agree and plan next steps with parents to target children's learning. Parents value the online app and know what their children can do to follow learning at home. The nursery holds Montessori evenings to inform parents of what and how children will learn.

- Care routines in the baby room meet the children's needs well. Staff follow familiar routines that ensure children settle. They give lots of cuddles and reassurances to the youngest children, and children show their appreciation by snuggling into staff, for example, during story times. Staff working with the babies and toddlers have attended specific sleep training for the younger children and know how to ensure their safety during rest times.
- Children develop good communication and language. Staff encourage the babies to begin to babble and make sounds. They use books to engage children's interest and extend their vocabulary. In the pre-school room, children label different species of whales and the different parts of flowers. They learn new language, such as 'examination' when talking about visiting the dentist. Although children benefit from targeted teaching that engages them well, staff do not always recognise when some children in the toddler and pre-school rooms need their support to participate in the range of activities and learning on offer.
- The manager monitors staff practice well to develop and improve their knowledge and understanding. Staff say they feel valued and supported. The manager ensures that the nursery can continuously meet the needs of the children and their families. A lending library for parents to read books to their children at home has seen the toddlers begin to use more complex sentences in their communication.
- Staff training has a positive impact on children's experiences. Staff provide targeted support for children with special educational needs and/or disabilities, so that they receive the input needed to help them to thrive and make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and her deputy are clear about their role and responsibility to ensure that they, and staff, protect children from harm. Staff attend regular training to update their knowledge and understanding, which means they are all clear on procedures to follow should they have a concern about a child in their care. They are aware of the different signs and symptoms that may alert them to potential safeguarding concerns. Staff are clear about the nursery's whistle-blowing policy and how to pass on any concerns about staff conduct, should they have any. There are clear recruitment procedures to ensure staff continue to remain suitable 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:

- provide toddlers and pre-school children with more staff interactions to extend their learning and engagement in activities further.

Setting details

Unique reference number	EY380634
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10310371
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	68
Number of children on roll	161
Name of registered person	Saxonbury Road Limited
Registered person unique reference number	RP528448
Telephone number	01202 422235
Date of previous inspection	21 June 2018

Information about this early years setting

Kings Castle Montessori Nursery School registered in 1997. This privately owned nursery operates in Tuckton, near Bournemouth. It follows the Montessori philosophy of education. The nursery is open Monday to Thursday from 8am to 6pm and Friday from 8am to 5.30pm, for 51 weeks of the year. They receive funding to provide free early years education for children aged two, three and four years. There are 40 members of staff employed. Of these, four hold a level 2 in early years, 12 have a level 3, eight have a level 4, four have a level 6 and one has qualified teacher status. The nursery also employs an administrative member of staff.

Information about this inspection

Inspectors

Janet Armstrong
Lorraine Sparey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors about what they enjoy doing while at the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to one of the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and one of the inspectors carried out a joint observation of an activity.
- One of the inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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