

Inspection of The Little House Montessori Nursery School

Flamstead Hall, Church Road, Burstow, Horley RH6 9RG

Inspection date: 19 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome as they arrive at the setting. They wash their hands and change into their slippers before starting their day. Staff create a calm environment and children settle in well. For example, children choose between adult-led games or activities that help develop their practical skills, such as using wooden pegs and fitting shapes to corresponding wooden boards. Staff respond well to children when they seek support and help them to remain engaged and motivated to learn. For example, staff ask children questions about the types of animals printed on picture cards and where they live.

Children have access to a secure outdoor area. They enjoy looking over the fence and watching cars drive past. Staff talk to children and reassure them about noises they hear in the environment. For example, they explain to children the reasons why car alarms go off. Staff ask children what country they think aeroplanes have flown from as they watch them come into land. Children are learning to be independent. For example, they independently change the paper on the easel before they start painting. Staff gently remind children not to stand on the chair to do this, as it is unsafe.

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

- The manager is passionate about the way staff teach children and the approach they follow. She provides staff with regular supervision to ensure that they feel supported and understand the way they structure the curriculum. Staff report they feel listened to and motivated.
- Parents are very happy with the care their children receive. They know who their child's key person is and they are kept up to date on the progress their children are making. Parents who are new to the setting feel well informed about the setting's ethos and how the curriculum is organised.
- Staff monitor the progress children make and regularly check that children are not falling behind. They quickly identify any gaps in children's learning and put in place individual support plans. Staff share these plans with parents and engage with external agencies to ensure that children make progress.
- Staff encourage children to be independent as well as learn how to look after themselves. They teach children how to wash up and dry up their plates and cups after mealtimes. Staff offer support and guidance to children who need it. As a result, children are starting to learn basic self-care skills.
- Children behave very well. Staff consistently take the time to explain to children what their expectations are. Children know they need to return the resources when they have finished with them, before moving on to other activities. They know they need to change into their wellington boots before going outside. As a result, children's behaviour is positive.

- Staff follow children's individual interests and plan activities based on the things they like to do. For example, they plan different games and exercises to help support children's speech and language development. Staff repeat the names of different emergency vehicles printed on picture cards for children to practise saying different letter sounds. However, staff do not recognise when children show emerging interests in practising new skills, particularly younger children. This has an impact on how well staff support children to build upon what they can already do.
- Staff deploy themselves well and support children to move between chosen activities. However, at times, staff do not respond quickly enough to children who become upset during transition times. For example, some children become upset as they approach home time. This has an impact on the other children, who can become distracted and unsettled.
- Children enjoy singing and listening to staff who play the guitar. Children choose their favourite nursery rhymes to be played on the guitar, such as 'Old McDonald Had a Farm'. Staff use props to help children identify the next farm animal in the nursery rhyme. This helps to support children's communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to identify the signs of abuse and the procedure to follow if they have concerns about the welfare of children in their care. They know what to look for if a child is being exposed to extreme views. The designated lead for safeguarding knows how to refer concerns about children to the local safeguarding partners. She knows who to contact if an allegation is made about a member of staff, or herself. Staff understand the whistle-blowing procedure. Staff carry out regular risk assessments on the environment and the resources they use. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen staff practice to ensure that activities are delivered in a way that fully supports children's emerging interests, particularly younger children
- review how routines are organised to ensure that children's emotional needs are supported and children remain engaged in their learning.

Setting details

Unique reference number	2648269
Local authority	Surrey
Inspection number	10308662
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	13
Name of registered person	Price, Durdica
Registered person unique reference number	2648268
Telephone number	07938524184
Date of previous inspection	Not applicable

Information about this early years setting

The Little House Montessori Nursery School has been registered under its current owner since 2021. However, it has been an established setting in the area for many years. It operates from Flamstead Hall in the village of Burstow, Surrey. It opens Monday to Friday, term time only. Sessions run from 9.15am to 2.30pm, Monday to Thursday, and on Fridays from 9.15am to 12.30pm. Four staff work with the children and they follow the Montessori approach. The setting is in receipt of free early years education funding for children aged two, three and four years.

Information about this inspection

Inspector
Pippa Clark

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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