

Inspection of Village Montessori Nursery School

Compton & Upmarden C Of E Primary School, School Lane, Compton, Chichester
PO18 9EZ

Inspection date: 18 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 are happy, safe and content. They thoroughly enjoy spending their time with friends and staff, who are kind and caring. Staff get to know children well and recognise the impact COVID-19 pandemic has had on children's development, including their emotional development. Staff place great emphasis on children's emotional well-being as a result. Staff monitor children's behaviour as they arrive, looking out for any signs that might indicate that a child needs some extra support. For example, staff provide cosy spaces and calming activities for those who may need time and space to self-regulate. This helps children to manage their feeling effectively, so they are able to move on with learning

Children develop an early interest in literacy through their love of stories and rhymes. Staff present stories in a way that captures children's interests. Children watch in fascination as staff take on new voices for each character. Stories are interactive and encourage children to make predictions. For instance, children read a story about three little pigs and the houses they make. Children discuss the materials used to make each house before guessing which house will be the strongest. Younger children enjoy singing with finger puppets and making the sounds of animals.

Staff have high expectations for children's behaviour and create an environment that encourages respect and care for others. For instance, children look at pictures that relate to the rules. They describe what they can see and consider why the child in the picture might be sad. Staff encourage children to think of ways they might help others who are in need, such as informing an adult. This helps children develop an understanding of the feelings of others and why the rules are important.

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

- The manager and staff have a clear understanding of their curriculum and what they want individual children to learn. The manager uses supervision and coaching effectively to ensure staff develop the knowledge and skills they need to deliver the curriculum successfully . Staff work in partnership with other professionals who are involved in children's care. This includes sharing targets to create a consistent approach to children's learning. Children, including those who have special educational needs and/ or disabilities, make good progress from their starting points.
- Overall, children have good opportunities to develop their communication skills. Staff adapt their language appropriately as they communicate with children at varying stages of development. They speak clearly and slowly, using simple key words for those who are at an earlier stage within their language development.

However, staff are not always persistent in gaining additional support for children who have emerging gaps within their speech. This means that not all children reach their fullest potential.

- Staff use regular discussions and purposeful activities to teach children about the world around them. For example, children learn about continents as they play with a puzzle. Staff extend children's knowledge further by providing additional resources that link to each continent. For example, children learn that Pandas originate from China, which is in Asia. This helps children gain a wide range of knowledge that prepares them well for future learning.
- Children develop an early understanding of mathematical concepts, which staff seamlessly incorporate into each activity. For example, children have lots of opportunities to consolidate their counting skills. They concentrate intently as they count how many boys and girls are present. Staff extend learning further by introducing 'more' and 'less', as well as simple addition. Children take off their socks and use their fingers and toes as they count to 20.
- Staff skilfully expand children's understanding of safety, through discussion and by modelling safe practice. For example, staff use large group time to reinforce earlier discussions about scissor safety. They talk about the risk associated with scissors and demonstrate the correct and safe way to handle them. This helps children embed important information, such as how to keep themselves and others safe.
- Staff create an environment which helps children develop their independent skills. For example, staff organise activities in a way that promotes self-selection. Children independently choose what they want to play with and tidy away after themselves. However, children do not always have opportunities to make independent choices within their play. For example, children are limited to paper when practising their scissors skills, despite the availability of other materials on the table. This limits children's opportunities to explore and expand on their ideas.
- Parents receive regular updates about the progress their children make, this includes photos of 'wow' moments, which promotes children's self-esteem. Staff share ideas and information with parents to support learning at home, Such as sharing key words to support children's language development. This provides children with a consistent approach to their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of the signs and symptoms that may indicate a child welfare concern, such as bruising in unusual places. In addition, staff demonstrated a secure understanding of their safeguarding policy and procedure, including how to escalate a concern about a child. Staff understand the whistle-blowing policy and who to contact should they have concerns about another staff member's conduct. Staff who have a lead responsibility in safeguarding children, have a secure understanding of their roles and responsibilities, including providing staff with support and guidance when they have concerns about a child. Staff

ensure their knowledge is updated regularly. The manager has appropriate vetting procedures in place to ensure the suitability of staff, both during recruitment and on an ongoing basis.

What does the setting need to do to improve?

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

- strengthen the opportunities children have to make independent choices within their play, allowing them to explore and test out their ideas
- ensure staff are persistent in seeking additional support for children who have emerging gaps in the development, enabling them to swiftly catch up with their peers.

Setting details

Unique reference number	2660876
Local authority	West Sussex
Inspection number	10306814
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	20
Name of registered person	Village Montessori Nursery School Limited
Registered person unique reference number	2660874
Telephone number	07825290124
Date of previous inspection	Not applicable

Information about this early years setting

Village Montessori Nursery School registered with Ofsted in 2021 and is situated within the grounds of Compton and Up Marden C of E school, in Chichester. The setting provides care for children aged two to four years, Monday to Friday, from 7.30am to 5.30pm, term time only. The nursery provides free early education for children aged two, three and four years. The nursery employs three staff. Of these, two hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Paula Sissons

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.
- The manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.

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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