

# Inspection of Cambridge Montessori

73a Tenison Road, CAMBRIDGE CB1 2DG

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Inspection date: 25 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have developed strong bonds with staff, who provide a welcoming and secure environment where children feel safe. Staff are kind and nurturing, helping children to develop good levels of self-confidence. Children manage their personal care well. They understand how sensible hygiene routines contribute to their good health. Staff caring for babies provide consistent care and respond quickly to babies' needs. They make sure they stay close by, providing babies with a sense of security.

Staff plan good opportunities for outdoor play for children to develop their physical skills. Children enthusiastically scoop and dig in the mud and ride confidently on balance bicycles. Staff speak to children in their home languages, alongside English, and find out key words that are important to them. This supports children to develop their sense of self.

Children's behaviour is good. They listen to others, take turns, and share resources willingly. Staff support children's personal, social, and emotional development well. They lead by example and help children to understand how to show consideration for each other. Older children are confident communicators. They readily engage in conversations with their peers and adults. Babies hear some new words, which helps them to develop their language.

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

- Staff encourage older children's communication skills through purposeful interaction. Children eagerly engage in simple conversations because staff get down to their level, ensuring they pronounce words correctly, and ask questions that develop children's thinking.
- Older children are developing good communication skills. They have acquired a wide vocabulary, which they use readily. Staff talk to children during activities, ensuring they pronounce words correctly, and ask questions that engage children's thinking. Staff working with younger children interact with them. Sometimes, these interactions are not always purposeful, so that children benefit from effective back-and-forth conversations.
- Staff have a good understanding of their children and use this knowledge to help them plan for each child's individual learning needs. In addition, they liaise with other professionals where appropriate, and this helps them to decide what to teach children. All children benefit from a curriculum designed to help them build on their developing knowledge and skills.
- Babies show interest in resources and particularly enjoy climbing up and down small wooden steps. Staff provide sturdy furniture for them to pull themselves up to standing or lean against during play. However, the space for babies is less

well organised, which means sometimes they cannot move freely to make the most of the interesting activities on offer.

- Children are highly independent for their young age. They competently manage their personal needs, putting on their coats for outdoor play with minimal support. Staff show children how to complete simple tasks and this helps children to master new skills. For example, after mealtimes children clear their plates away and stack them ready for washing.
- Partnerships with parents are well established and valued. Parents provide very positive comments about their children's experiences at the nursery. They say that staff are approachable and share good information about their children. Parents also say that their children are learning life skills, which they use at home, helping to prepare meals and setting the table.
- Children join in with great enthusiasm, singing familiar songs, which provide them with good opportunities to use their voices. They enjoy listening to stories and staff encourage them to think what happens next.
- The manager offers effective supervision, ensuring staff have regular opportunities for training to enhance their practice. Staff work well together and there is a strong team spirit. They say they feel valued and supported to do a good job. However, systems are not fully established to find ways to help staff working with the youngest children to deepen their knowledge of providing consistently rich learning experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff are confident in their understanding of how to keep children safe from harm and ensure their welfare. They know the procedures to follow in the event of a concern about a child, or a colleague. Staff receive regular training and are well supported by the lead safeguarding practitioners. Robust recruitment and vetting procedures are in place to help ensure that staff working with children are suitable for their role. Effective staff deployment means that children are well supervised and cared for.

## **What does the setting need to do to improve?**

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

- consider the organisation of the space for the youngest children, so they can move freely to make the most of the interesting experiences
- continue to monitor the already good practice, encouraging staff to deepen their knowledge and understanding, so that all children benefit from first-rate teaching skills.

## Setting details

<b>Unique reference number</b>	EY543195
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10315462
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Cambridge Montessori Ltd
<b>Registered person unique reference number</b>	RP543194
<b>Telephone number</b>	01223 352472
<b>Date of previous inspection</b>	12 April 2018

## Information about this early years setting

Cambridge Montessori registered in 2017 and follows the Montessori method of education and philosophy. The nursery employs 19 members of childcare staff. Of these, 10 hold appropriate early years and Montessori qualifications, including five who hold qualified teacher status. The nursery opens from 8am until 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Bright

## 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 manager and has taken that into account in their evaluation of the provider.
- The inspector observed activities indoors and outside and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised. The inspector completed a joint observation with the manager.
- A meeting was held between the inspector, the provider and the manager.
- The inspector had discussions with staff at appropriate times during the inspection. She took account of parents' views through verbal feedback.
- Children told the inspector about what they like to do when they are at the nursery.
- The inspector looked at relevant documentation, including the attendance registers and evidence of the suitability of staff.

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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