

# Inspection of Montessori Explorers

Greenhill Lodge, 327-327a Birmingham Road, SUTTON COLDFIELD, West Midlands  
B72 1DL

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Inspection date: 27 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff help children feel emotionally secure and place a high priority on establishing close relationships with them to help them feel safe. Staff know their assigned key children extremely well, and they plan for their individual needs. For example, staff effectively incorporate children's next steps in learning during their interactions and activities to help children progress. They provide a rich quality learning environment, which quickly captures children's curiosity and, consequently, children show high levels of engagement. For example, pre-school children are intrigued as they learn how to mix coloured water to make their pretend potions. Staff successfully introduce a rich range of concepts and vocabulary. For example, children understand more and less and half, and use words, such as transparent.

Staff have high expectations of all children, including babies, and activities have a clear learning intention. For example, staff support babies to increase their confidence and be physical as they use various utensils to explore the dry rice. Staff caring for children with special educational needs and/or disabilities know their unique personalities and develop close relationships with them. They support children to learn about the needs of others. For example, during circle time, pre-school children talk about being kind to others, and respecting each other and their environment and resources.

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

- The senior leadership team have effectively addressed the actions and recommendations raised at the last inspection. Since the last inspection, the experienced area manager is now the nominated manager with overall responsibility for the nursery. She undertakes ongoing internal reviews to ensure the good practice that has been achieved is maintained. For example, mealtimes are now organised effectively to ensure all children are supervised and receive the appropriate cutlery for their needs.
- Preparing children to acquire the skills they need for their next stage of learning is the main focus of the educational programmes. Staff deliver a unique curriculum in each room, which is shaped with children's needs in mind. Staff successfully weave in the changing seasons, popular books, and children's interests to provide a stimulating learning environment.
- There are effective systems in place to monitor staff practice and build on their skills and qualification. Staff speak highly of the support they receive. The manager places a high focus on monitoring, coaching and training new staff to help them improve quickly and sustain the good practice. For example, teaching observations are carried out regularly, and precise targets set for each member of staff to help raise their teaching even further.
- Children are supported well to talk about their home life and learn about their

differences. For example, children taste a variety of cultural foods and listen to cultural music, often linked to the festivals they celebrate. Staff are trained in using British Sign Language and children use the signs during circle time. Children who speak English as an additional language make good progress from their starting points. However, staff do not create enough opportunities for children to use their home languages to help them and others value these.

- Staff have a deep understanding of the needs of children with special educational needs and/or disabilities, and additional funding is used to support them. Staff spend their time observing and engaging individually with these children, building on their interests and working on their key targets. However, staff do not always make the best possible use of the available activities to ignite these children's interests to help them take part more fully.
- There is a strong commitment in valuing parents and including them in their children's learning from the very start. Staff work closely with parents, sharing aspects of the curriculum and children's next steps in learning to help them extend children's learning at home. Parents report staff are very nurturing in their approach and provide personalised learning, which motivates their children.
- Promoting children's health and well-being is a priority. Staff give clear messages to children, and their parents, about the importance of physical activity and healthy eating. Children have opportunities to be outdoors and extend their physical skills as they use a challenging range of play equipment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Prioritising child protection is a clear priority. The manager ensures all staff benefit from up-to-date training to ensure they have a secure understanding of safeguarding issues. Child protection questions are asked weekly and are incorporated into staff supervisions and staff meetings. There are robust vetting systems in place to ensure all staff are suitable to work with children. Staff carry out daily checks to ensure the premises are suitable and safe. Detailed risk assessments are carried out, and adjustments made to help keep children with additional needs safe. For example, staff have undertaken additional training to help meet the needs of children with complex health needs.

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

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

- support staff to more creatively plan for the needs of children with special educational needs and/or disabilities, to further ignite their interest and help them take part more fully in activities
- increase the opportunities for children who speak English as an additional language to use their home languages to help children value the various

languages spoken.

## Setting details

<b>Unique reference number</b>	EY501530
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10278292
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	EXPLORERS GROUP LIMITED
<b>Registered person unique reference number</b>	RP535499
<b>Telephone number</b>	01213505550
<b>Date of previous inspection</b>	19 January 2023

## Information about this early years setting

Montessori Explorers registered in 2016 and is situated in Sutton Coldfield. The nursery operates all year round, from 7am to 6pm, Monday to Friday, except for one week at Christmas. It offers funded early education for three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, one holds an early years qualification at level 7, two hold a qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 3 and the other holds a qualification at level 2, three are unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector carried out three joint observations with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and nominated individual. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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