

Inspection of Young Leaders Montessori Casa

Chilworth Village Hall, New Road, Chilworth, Guildford, Surrey GU4 8LZ

Inspection date: 15 January 2024

Overall effectiveness	Good
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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 confidently explore activities at this welcoming setting. They are independent and curious learners. Staff plan around children's interests and create learning to capture children's curiosity. For example, children show an interest in space. Staff provide activities for children to explore. Children excitedly show visitors and staff a pop-up book about space and a puzzle they have completed about the planets. They talk about the planets and how they are different from each other.

Staff have high expectations for children's learning and development. They challenge children to solve problems when issues arise. For example, staff set up a water activity in the garden. Children work together to help the water flow to the ground. Staff then point out to children that the drain is blocked. Children decide this is because of leaves and use toy diggers to clear them from the drain, letting the water flow freely. Children are proud of their achievement and excitedly tell visitors about this.

Children learn about the world around them. They discuss the changes in weather and explore ice and frost in the garden. During snack time, staff discuss the countries where different foods come from. Children enjoy listening to songs in French and are introduced to words in different languages.

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

- The manager is passionate and enthusiastic about the setting. She has a clear vision of what she wants children to achieve. Staff know the children well and use effective observations and assessment to plan what children need to learn next. Staff comment that they are happy and speak enthusiastically about their work.
- The quality of teaching is good. The manager and the staff regularly evaluate practice and reflect on activities to enhance the quality of education that is offered. They provide an exciting and varied curriculum. For example, staff support children as they learn what happens when primary colours are mixed together. The children excitedly watch to see how mixing two colours can make a third colour.
- Staff promote children's communication and language skills effectively. They talk to the children about activities and ask questions as they play. Children are listened to and given time to think and respond to questions. They are confident to express their views and ask questions to further their knowledge.
- Generally, children behave well. They listen to instructions and support each other to complete tasks. For example, when children struggle to open snack boxes, their friends offer to help and support them to complete the task.

However, at times, children struggle to follow the rules within the setting. For example, they become distracted during activities and run around. Staff do not always explain why their behaviour is not acceptable. This means children do not always understand why they should not do things and continue to do them.

- Children's physical skills are supported well. Staff provide opportunities for children to learn new skills and build on existing ones. Children make use of the outdoor area and excitedly ride around on scooters. Staff understand the importance of supporting fine motor skills. They plan activities to support children with this, helping children build skills for early writing.
- Staff support children's independence well. They encourage children to complete tasks themselves before they offer help. Children complete self-care routines, such as washing hands. Staff provide activities for children to learn to do zips, buttons and laces, supporting them to dress themselves independently.
- Mathematics is promoted well by staff and successfully incorporated in activities. Children complete activities that focus on building on their existing knowledge and introduce new mathematical knowledge. Staff scaffold children's learning, so they are challenged effectively to reach the next stage in their learning. Focus activities for individual children support their development and challenge them.
- Staff plan effectively to support children's personal, social and emotional development. They help children to recognise and regulate their emotions. For example, children have been reading a book about different emotions. They use this when completing an activity to make different-coloured bottles to represent different emotions. Children then use these to help them express themselves and identify how they are feeling. During the activity, children discuss how they feel 'fuzzy' when they are angry and what can make them feel this way.
- The manager recognises the importance of building and maintaining positive relationships with parents. She gathers information when they first start to plan around their interests and experiences. However, she has currently not imbedded arrangements to support children and families with learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 be more consistent in helping children to learn to behave well
- improve home learning further, so parents can support their children with their individual learning at home.

Setting details

Unique reference number	2717542
Local authority	Surrey
Inspection number	10325929
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	24
Number of children on roll	3
Name of registered person	Montessori Leaders Surrey Ltd
Registered person unique reference number	2717540
Telephone number	07747 574090
Date of previous inspection	Not applicable

Information about this early years setting

Young Leaders Montessori Casa was registered in 2023. It operates from Chilworth Village Hall near Guildford, Surrey. The nursery employs two members of childcare staff. Of whom, one holds an appropriate qualification at level 3. The provider has a Montessori teacher qualification. The nursery opens from Monday to Friday, term-time only. Sessions are from 8.45am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicky Butler

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times 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.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out joint observations of group activities with the manager.

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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