

# Inspection of East Sussex Montessori School

Alfriston United Reform Church, The Tye, Alfriston, Polegate BN26 5TL

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Inspection date: 5 March 2024

<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	Not applicable

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

### **The provision is good**

Children's well-being is given high priority at this caring setting. They benefit from lots of individual attention from staff, which helps them feel safe and secure. Staff are kind and patient. They make their high expectations clear from the beginning so that children understand how to behave well. Staff quickly recognise when children need support to manage their emotions and gently respond to help them resolve any conflicts with their friends.

Staff successfully plan a curriculum that particularly focuses on supporting children to become more independent and do as much as possible for themselves. They always give children the chance to try for themselves before they offer help. Children confidently carry out tasks such as wiping tables for lunch and washing their plates in soapy water. Even the youngest children capably get out resources such as the compact disc player, insert a disc and turn it on to listen to some music.

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, benefit from a broad range of experiences that help them gain the skills they need for their future learning. Staff respond promptly to seek additional support or funding for children where needed and work effectively with other professionals to help close any gaps.

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

- The manager has a strong commitment to offering a high-quality service to children and their families. She monitors staff practice closely, for instance, by observing them and providing regular supervision sessions. Staff have good opportunities for ongoing development to extend their skills and follow areas of interest so that the provision continually improves.
- Staff have a clear idea of what they want children to learn and how to help them get there, step by step. They build on children's learning effectively, making sure that they have mastered one skill before moving on to the next. Children are motivated to use what they learn when facing new challenges. For example, they practise their physical skills when pouring water from small jugs and then delight in pouring from larger buckets to wash the plates after snack time.
- Stories and singing are part of every day at the setting. Children respond enthusiastically when staff invite them to the carpet to join in familiar songs. They listen attentively when staff read to them and are eager to ask questions and share their thoughts. Staff give all children plenty of time to join in conversations and express their ideas. They introduce new words to build on children's vocabulary. Children make quick progress with their speaking and listening skills.

- Children behave well. Staff are positive role models and show children how to treat each other with kindness and respect. Children readily take turns with equipment and share with their friends. They learn to concentrate well on activities and enjoy taking responsibility for tasks that staff ask them to do. For example, they eagerly organise a search for a missing basket, checking all areas of the hall and asking adults and children questions to help with their investigation.
- Staff give children the time they need to settle in at their own pace when they first start. They find out about children's individual needs so that they can provide appropriate care straight away. However, they do not always gather detailed information from parents about what children already know and can do so that they can also swiftly begin to support their learning.
- There are regular opportunities for children to go on outings in the local community and to find out about the people and places close by. They have some exciting opportunities to learn about each other, for example, when they taste some food from their friend's home. However, staff do not fully extend these opportunities to help children find out about a broad range of people and communities outside of their own experience.
- Parents are kept well informed about their child's day. Staff provide regular updates on children's progress and explain what they are ready to learn next. They offer useful ideas to help parents continue their child's learning at home and share resources such as books. Parents particularly value the individual care and attention their child receives in the setting and are complimentary about the staff team.

## 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:**

- strengthen arrangements for gathering information from parents about children's existing knowledge and skills when they first start
- extend opportunities for children to learn about different people and communities and broaden their understanding of the wider world.

## Setting details

<b>Unique reference number</b>	2654378
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10308733
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Forrester, Lucy Claire
<b>Registered person unique reference number</b>	RP514623
<b>Telephone number</b>	07946356271
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

East Sussex Montessori School registered in 2021 and is located in Alfriston, East Sussex. It is open from Monday to Friday, term time only. Sessions are from 9am to 3pm. There are four members of staff, two of whom hold relevant qualifications at level 3 or above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca James

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with the manager about the leadership and management of the setting, and the manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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