

# Inspection of Fen Drayton Montessori Nursery

The Old School House, High Street, Fen Drayton, CAMBRIDGE CB24 4SJ

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Inspection date: 24 June 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 Good

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

### **The provision is good**

Children are confident, enthusiastic learners. Staff shape the clear and well-sequenced curriculum around children's interests. Staff focus on children's individual needs to help them build on what they already know and understand. There is a clear ethos to support early communication and language and to support children's personal, emotional and social development. Babies and very young children explore paint with their hands. They feel the texture while they squeeze the paint between their fingers. Staff narrate what children are doing, helping to introduce new words to children's emerging vocabularies. Meanwhile, in the garden, older children climb into a boat. They decide that they are travelling to another country. Children take paper and pencils on their adventure, allowing them to practise their early writing skills. They nominate their friends to sail the boat and invite staff to join them on their journey. Children work together, negotiate and share ideas, helping to strengthen their social skills in a creative way.

Children behave well. They respond positively to the gentle reminders staff give them about being kind to their friends and allowing others to have a turn with popular resources. Minor disputes are quickly resolved, contributing to the harmonious and industrious environment.

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

- Leaders have high expectations of staff. In turn, staff have high expectations of children. The well-qualified team has a clear understanding of how its teaching and interactions help to support children's progress. Staff answer children's questions with clear explanations. They encourage older children to think through possible solutions or predict answers for themselves. With support, children look at books to help check facts. This minimises any misconceptions children might have. As a result, children learn where and how they can find out new information to help them build on what they already know and understand.
- From a young age, staff encourage and teach children to become independent. For example, babies hold spoons and begin to feed themselves. Staff do not rush them, allowing plenty of time for babies and very young children to practise the skills they need to proficiently eat the nutritious food. Older children help to set the table for lunch. They work out how many plates and cups they need for the group of children. Staff thank them for their help, contributing to children's growing self-esteem and confidence.
- Partnerships with parents are good. Key persons send regular updates to parents about what children have been doing and their progress through a secure electronic app. In addition, parents talk to staff when they drop off and collect their children. Parents are encouraged to borrow books or small sacks containing resources to help support children at home. This helps to strengthen the

continuity of learning children experience.

- Children form close relationships with their key persons and other staff. As a result, staff know children very well, contributing to their ability to focus their teaching methods to suit children's individual needs. Babies snuggle up to staff. They look at books, feeling the textures within. Older children talk to staff about exciting trips they have been on with their families, helping to trigger even more activities and investigations in the nursery about what they saw or did.
- The manager and company leaders ensure that staff receive the coaching, training and support they need to sensitively help them carry out their roles effectively. For example, staff access online training courses that interest them through a professional training company. In addition, regular team meetings highlight aspects of education or safeguarding that help staff focus on the specific needs of the cohort of children in their care.
- Staff use a good balance of child- and adult-led activities to help support children's learning. However, there are times during some adult-led activities where children are less engaged. Staff do not always identify or find ways to maintain effectively all children's focus or engagement in ways that allow them to be fully included in valuable learning opportunities. As a result, there are times when some children's learning experiences are less meaningful.

## **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 find strategies to fully engage children throughout the activities and experiences they plan.

## Setting details

<b>Unique reference number</b>	EY426331
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10344410
<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>	51
<b>Name of registered person</b>	Sunhill Daycare (Europe) Limited
<b>Registered person unique reference number</b>	RP519019
<b>Telephone number</b>	01954230030
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

Fen Drayton Montessori Nursery registered in 2011. The nursery opens Monday to Friday all year round with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. There are seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above.

## Information about this inspection

### Inspector

Katrina Rodden

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and took that into consideration in her evaluation of the provision.
- The manager took the inspector on a learning walk of the nursery. She described the curriculum and how children learn.
- A planned activity was watched by the inspector and the manager. The manager described the quality of the teaching they had observed.
- The inspector held a meeting with the manager and two members of the provider's area management team.
- The inspector observed activities in the nursery and garden. She spoke to staff and children at appropriate times throughout the inspection and took their views into consideration.
- The inspector spoke to a number of parents in person and over the telephone. She took their views into account in her evaluation of the provision.

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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