

Inspection of Maynard Montessori - Stebbing

School House, High Street, Stebbing, DUNMOW, Essex CM6 3SH

Inspection date: 11 October 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and thrive in this delightful setting. They arrive with enormous smiles. The warm and receptive staff greet every child with a handshake and say, 'Good morning'. Very quickly, children settle into the warm and nurturing classroom and explore the vast array of learning experiences on offer. They seek out their friends and soon become deeply engaged in joyful play and learning. Children display immense perseverance and resilience. They immerse themselves fully in the many activities available. For example, they transport balls between bowls using small ladles and hammer golf tees into a pumpkin.

The Montessori method is expertly embedded across the setting. Children show the utmost skill as they handle glass jugs and snip flowers with scissors. Progression is evident as children move from simple to complex activities. Staff demonstrate their exceptional teaching as they provide children with rich and varied experiences. For example, children learn about different birds and begin to identify them during a forest walk.

Behaviour is exemplary. Children demonstrate the utmost care and respect for their resources. They complete their activities and return the trays back to clearly labelled shelves. Older children help younger children to complete tasks, showing kindness and tolerance. Children are incredibly motivated to learn and are relentless in their search for knowledge, asking questions as they explore their world.

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

- The curriculum is highly ambitious for all children. Staff use their expert knowledge of how children learn, combined with what children already know, to help children build and consolidate knowledge. For instance, children learn about how to take care of their stick insects and the life cycles of frogs, developing 'sticky knowledge' that lasts.
- Staff provide a language-rich environment for children. They use language such as 'enormous' and 'tiny' as they look at different tyres in the garden. When exploring the autumn tray, adults help children to compare conker shells, describing them as 'spiky outside' and 'smooth inside'.
- Staff and children are co-researchers. When children ask questions, adults support them to seek out answers and extend their thinking. For example, in the forest, they hear a bird sound that they think might be a woodpecker. Adults help children to retrieve their knowledge about woodpeckers. Children quickly determine that it is a different bird and want to find out more.
- Children are becoming impressive mathematicians. They expertly identify the shortest and longest rods as they place them in number order. They test out

their answers once they complete the task, securing and consolidating their knowledge.

- Children are developing essential skills for the future. They prepare their snacks and fruit by themselves and pour their own drinks. At lunchtime, children clean and set out the tables and serve their own lunch as they develop their skills in using spoons and tongs.
- Children approach physical play with incredible energy. They navigate the outdoor spaces with curiosity and wonder. The herb garden provides children with an understanding of how plants grow. They use the produce in wider learning. For example, after growing sunflowers from seeds, they retrieve the seeds using tweezers to develop their fine motor skills. The seeds are reused, which helps children deepen their understanding of life cycles and sustainability.
- Children learn about risk and challenge. Outside, they use short ladders to climb and balance. They create a complex obstacle course around the garden, working together to apply their combined skill and knowledge.
- Children learn about the wider community and the families who attend the setting. Parents regularly visit the setting to talk to children about their culture or profession. For example, children learned about the work a farrier does and are learning words in Turkish.
- High priority is placed on parent partnerships and the wider family. Leaders have ensured that all parents have a voice in the setting and are active participants in their child's learning and development. Children with special educational needs and/or disabilities (SEND) receive the very best support to achieve the progress they are capable of. Parents speak highly of the team and have immense appreciation for the support children receive.
- Leaders show immense pride and passion in their work. The positive and open culture extends across the entire team. Staff report high levels of support for well-being. There is a commitment to ongoing professional development, which ensures continuous improvements in the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY337575
Local authority	Essex
Inspection number	10354994
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	37
Name of registered person	Wisbey, Michelle Deanna
Registered person unique reference number	RP513790
Telephone number	07811 441 615
Date of previous inspection	14 November 2018

Information about this early years setting

Maynard Montessori - Stebbing registered in 2009. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.30am to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Montessori approach.

Information about this inspection

Inspector

Clare Ford

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with leaders about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- 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 and the inspector carried out a joint observation of a mathematics activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate 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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