

Inspection of Blue Nest Montessori School

Sparkling Stars Nursery, 31-33 Farriers Way, Borehamwood WD6 2TB

Inspection date: 14 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and secure as they explore the activities that staff have planned. The provider has designed a curriculum that is ambitious and builds on what children need to learn next. However, at times, staff are not always clear about what it is they want children to learn from the planned activities. This means activities and teaching do not always help children to make good progress. Staff work hard to include all children. The provider identifies children that may have a delay in their learning or known special educational needs and/or disabilities (SEND). However, staff are not always sure how to support these children. Due to this, children with SEND do not always have the same opportunities as others to make progress in their learning and development.

Overall, children behave well. Staff teach children the nursery rules and how to keep themselves safe, such as using their walking feet indoors. Occasionally, the curriculum does not always help children to develop positive attitudes towards learning. This is because there are some gaps in the staff's knowledge about what children will learn. The provider has put strategies in place to support staff to manage more challenging aspects of children's behaviour. However, these strategies are not fully embedded.

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

- The provider has taken action to address concerns for children with SEND. They are making improvements and supporting practice and provision. However, previous delays in accessing support for children with identified gaps in learning means plans are not embedded for all children to achieve the best possible outcomes. At times, staff are not sure how to support children to close the development gaps and this has an impact on children's readiness for the next stage in their learning.
- The provider has a curriculum that focuses on children's current interests and themes. For example, children enjoy learning about autumn as they dig in the soil and feel the different textures of the leaves and vegetables they find. However, staff do not consistently understand how to plan and deliver activities that build on what children already know and can do. This limits some of the progress that children make.
- Staff model good manners and promote children's independence well. They teach children how to keep themselves healthy. Children learn good hygiene routines, such as washing their hands before eating and after personal care routines. They are provided with a healthy, balanced meal made fresh on the premises and plenty of fresh fruit for snacks.
- Staff encourage children to develop their speech and communication. Children enjoy dancing and singing to familiar songs. Staff sit with children and introduce

new words. For example, staff name the tools children use to fix the wooden bus. Children repeat the words 'allen key' and 'spanner'. Babies explore their senses using textured books and toys. This helps children make progress in their speech and language.

- The provider helps children to understand about their well-being and emotions. Children happily join in with a group yoga session. They practise balancing on one leg while pretending to be a tree.
- Staff plan learning opportunities to support children to develop their physical skills. Children develop their hand-to-eye coordination and fine motor skills as they use a pipette to transfer water from one bowl to another. Babies build their core strength as they climb on soft play equipment and use the low-level furniture to move around.
- Children learn to solve problems as they spoon water from one bowl to another. They know to use the sponge to wipe up any drips that get on the tray.
- Parents are complimentary about the nursery. They say they feel listened to and supported. The nursery provides lots of information to help parents to continue to support learning at home.
- The provider and staff show a positive commitment to the continued development of the nursery. Staff have regular supervision sessions, where targets are set and discussed. Leaders and staff have completed a wide variety of training opportunities to help to develop their knowledge and skills.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
provide more consistent support for children with SEND to ensure that all children receive the help that they need to make good progress in their learning and development.	29/11/2024

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

- support staff with regards to the planning and implementation of the curriculum

to ensure all children's learning needs are met

- support staff to implement and embed the use of consistent strategies to manage children's behaviour.

Setting details

Unique reference number	2754428
Local authority	Hertfordshire
Inspection number	10362217
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	65
Number of children on roll	38
Name of registered person	Buzy Bees Childcare Limited
Registered person unique reference number	RP533732
Telephone number	02089531718
Date of previous inspection	Not applicable

Information about this early years setting

Blue Nest Montessori registered 2023. The nursery employs 12 members of staff. Of these nine hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education funded places to all eligible children.

Information about this inspection

Inspector

Lisa Topham

Inspection activities

- The provider and deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the leadership team about the management of the nursery.
- 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 inspector carried out joint observations of group activities with the provider.
- Parents spoke to the inspector during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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