

# Inspection of The Montessori Preschool @ Christchurch Infants

Christchurch Infant School, Addiscombe Road, Christchurch, Dorset BH23 2AE

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Inspection date: 5 February 2025

<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

The pre-school follows the Montessori approach to learning. Children build their confidence and independence at this nurturing pre-school. They arrive happily, and staff greet them warmly. Children quickly access resources and show respect for their environment, returning the items to the shelves after playing with them. Staff nurture children's language development well. For example, they repeat unclear speech to support children's pronunciation and add new words as children play. Staff read stories and sing songs to further extend children's speech and language skills.

Staff model effective communication, empathy and kindness, and children reflect this in their own behaviour. Children have good manners and share with their friends and adults. When minor disagreements occur, staff manage them well. Children learn the potential impact of their actions and are mindful of the feelings of others. For example, they tell their friends that their paintings are 'good'.

Children benefit from plenty of fresh air and exercise. They develop and practise their physical skills as they ride on tricycles, run around, jump and explore in the outdoor space. Staff help children learn to manage risks for themselves as they build obstacle courses out of wooden blocks and balance on them. This develops children's problem-solving and creative skills. Children make good progress from their starting points and are well prepared for the next stage in their education, including school.

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

- The provider organises a well-planned and sequenced curriculum. Staff extend children's learning through play, following their interests to help build on what they already know and can do. Staff identify when children are at risk of falling behind. They make appropriate referrals and work with other professionals to provide support and interventions to help close any gaps in children's development.
- Children show motivation to learn and concentrate for long periods. For example, they use funnels and containers to explore sensory materials and then carefully use their thumb and first finger to move rice and lentils. They repeat this many times, showing good focus and determination.
- Children learn early mathematical concepts in preparation for later learning in school. For example, children develop number skills as they take turns to roll dice, count the spots and move their counter as they play a board game. Staff introduce the language of capacity as children play, such as 'full' and 'empty'.
- Staff provide many opportunities for children to develop their fine motor skills. For example, children use paintbrushes, manipulate play dough with their hands,

build with wooden blocks, complete jigsaw puzzles and count with beads. This helps to build the strength in their hand muscles in preparation for early writing.

- Staff encourage children to take responsibility for their own self-care. For example, older children attend to their own toileting and wash their own hands. Children put their rubbish in the bin after eating and help to sweep the floor. This helps to build children's self-confidence and promotes a sense of responsibility.
- Staff show a genuine interest in children's ideas and encourage them to share their thoughts. Children learn to work together to solve problems and become confident communicators. For example, they discuss ways to connect a train track that has come apart.
- Staff report that the provider supports their well-being. However, supervision arrangements are not effective in developing staff's knowledge and skills to help ensure children receive the best possible education. The provider is aware of this and is taking steps to put in place more effective processes. For example, supervision training has been arranged for key staff.
- Staff generally plan routines in the pre-school well. However, at times, staff are not sure of their roles and responsibilities during routines, such as mealtimes, to help them run smoothly and to ensure children are consistently and effectively supported.
- Staff communicate information with parents through verbal handovers and via an online app. Parents feel well informed about their children's learning and receive ideas about how they can support them with this at home. For example, staff share information about healthy eating and toilet training.

## 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 the supervision arrangements for staff, to focus more precisely on developing their individual knowledge and skills
- strengthen staff's understanding of their roles and responsibilities during routine times of the day, to ensure children are supported effectively and consistently.

## Setting details

<b>Unique reference number</b>	2801112
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10379471
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	30
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Mudhut Montessori Ltd
<b>Registered person unique reference number</b>	2497839
<b>Telephone number</b>	01202 099035
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Montessori Preschool @ Christchurch Infants registered in 2024 and is based in Christchurch, Dorset. The pre-school is open every weekday from 8am to 4pm, term time only. The pre-school employs five members of staff, including the owner/manager. All of them hold relevant early years qualifications at level 3 or above. The pre-school offers government funded spaces.

## Information about this inspection

**Inspector**  
Lisa Large

## Inspection activities

- The owner/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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The nominated individual 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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