Bambinos at Frogmore Montessori

Unique reference number (URN): 2768668

Address: Frogmore Montessori Nursery, Frogmore House, 58 Frogmore Avenue, PLYMOUTH, PL6 5RT

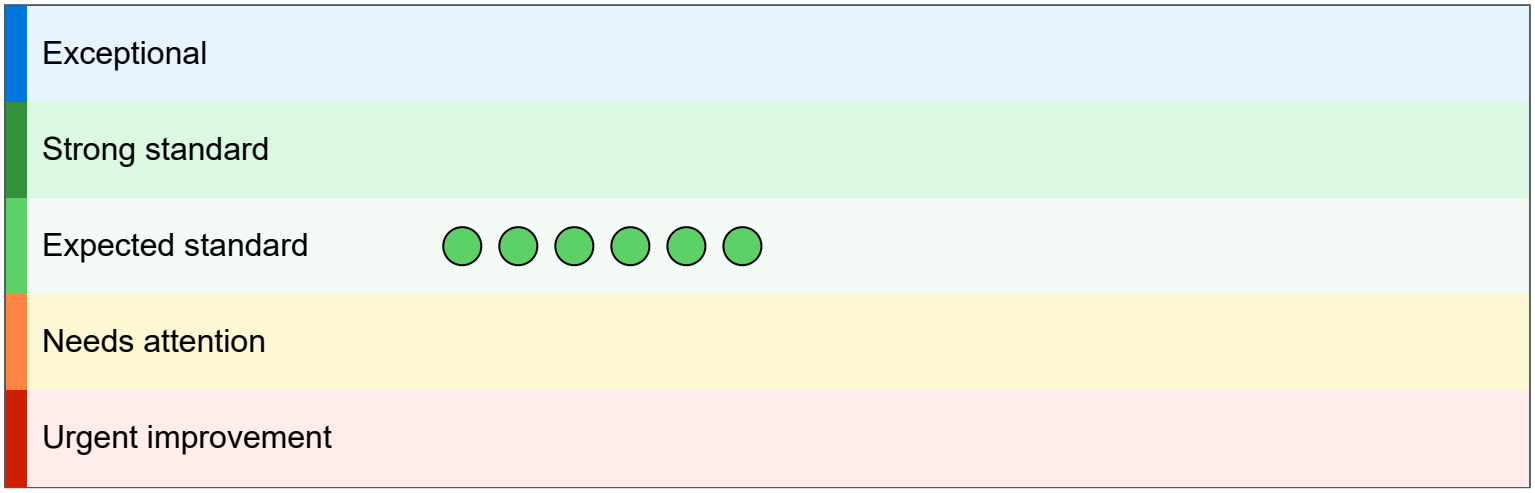
Type: Childcare on non-domestic premises

Registered with Ofsted: 20/12/2023

Registers: EYR, CCR

Registered person: Bambinos Limited

Inspection report: 12 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Children, including those who are disadvantaged or have other barriers to their learning, progress well from their starting points. They gain the key skills needed for future learning. Typically, children are confident to express themselves and ask for help when needed, although staff's support for children's communication and language development is inconsistent. From a young age, children learn to manage tasks for themselves, such as using cutlery to feed themselves. Pre-school children pour their drinks, spread butter onto crackers and put away their used dishes after mealtimes. Two-year-old children develop hand-eye coordination and hand strength with tools, such as using pipettes to transport water from one container to another and when digging sand. Children are interested and motivated to learn. For example, babies repeatedly close the lids on cause-and-effect toys after staff press the button to open them.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff create a warm and calm environment and give clear and consistent expectations for children's behaviour, taking account of children's age and stage of development. Children behave well, showing respect for each other and staff. Pre-school children enjoy helping others, such as fetching the colouring pencils for their younger friends to use. Relationships between staff and babies are sensitive and nurturing, helping the youngest children to feel safe, secure and comfortable. For example, staff gently pat babies on their back as they lay down in the pods when they are tired, until they fall asleep. Parents share extremely positive views about the bonds their children have formed with their key persons. Staff encourage turn-taking and cooperative play, supporting children's personal and social development effectively.

Staff are consistent in teaching children about the rules. They help children learn to share and take turns with their friends and ask for help when required. For example, children approach staff when they are upset that other children want to touch and play with their toy, which staff respond to gently and fairly.

Leaders promote the importance of punctuality and attendance. Parents are familiar with the nursery's procedures and know to report a child's absence.

Children's welfare and wellbeing

Expected standard

Relationships between staff and children are respectful and warm and promote children's wellbeing. Staff are kind, sensitive, patient. They know the children well and support children's individual needs. All children have a strong sense of belonging, including disadvantaged children and those who may face other barriers to their learning and/or wellbeing. Care practices take into account the personal needs of each child. For example, leaders and staff adapt the settling-in procedures as needed to ensure every child feels welcome and secure and forms a secure relationship with staff. New children feel comfortable to go to their key person for cuddles when they are upset, unsure or need help.

Children know the daily routines and practise self-care skills confidently, such as washing their hands before eating and helping to tidy up. However, staff do not always share detailed information with parents about their children's day and who is looking after them, to promote consistency in children's experiences.

Leaders and staff provide children with nutritious food and drink. They are clear about children's individual dietary needs and any adaptations they require to promote their health and welfare. However, staff do not facilitate and support discussions with and between children consistently at mealtimes, to extend children's speaking and social skills. Children enjoy being active during daily outdoor play, where staff encourage and support them to develop their strength, balance and coordination in the fresh air.

Curriculum and teaching

Expected standard

Leaders have developed a broad and balanced curriculum that supports children's learning across all areas. In particular, staff prioritise children's physical, personal, social and emotional development. Consequently, children feel safe and secure and move around safely when they play and explore. Staff assess children accurately, identify what they need to learn next and plan how to tailor support and activities to build on what the children know and can do. Children take part in a range of experiences, showing curiosity, creativity, imagination and enthusiasm.

Staff help children to learn to count and recite number names. However, leaders recognise that staff would benefit from further training to build their confidence to deliver the curriculum for mathematics more effectively, which has already been arranged.

Overall, staff model language well to children. Staff introduce children to new words, such as 'kestrel', narrate children's play and ask them simple questions. However, staff do not promote children's communication and language consistently well. At times, staff speak on behalf of the children and do not invite them to share their thoughts and ideas. Although staff have completed training in the use of signing specifically to support the younger children's communication, this is not yet embedded in staff's day-to-day practice.

Inclusion

Expected standard

Leaders and staff work closely with parents and other professionals to consider how to meet the individual needs of all children, including those with special educational needs and/or disabilities. Staff know their key children well and are quick to identify when children may require additional support. They regularly review children's individual education plans, to ensure they reflect the children's progress and identify what they want them to learn next. Leaders and staff make timely referrals for extra support when needed and ensure that additional funding is used to provide children with the help they need to close the gaps in their learning. Staff implement recommendations from external agencies and generally share updates with parents when working toward children's targets.

Leaders meet with staff frequently to discuss their key children's progress, individual needs and any other potential barriers to children's learning and wellbeing. They use what they know about the children to plan how to adapt the support they provide. For example, they consider how to promote children's personal development and emotional wellbeing when there are changes to family circumstances. This helps children to feel valued and safe at the nursery and when in the care of staff.

Leadership and governance

Expected standard

Leaders reflect accurately on the nursery. They identify areas for improvement that will directly impact children's education, such as to develop the quality of the delivery of the curriculum for mathematics. Parents comment positively about their children's progress. However, staff do not consistently share detailed information with parents about their children's day and what they are working toward next.

Staff report that leaders prioritise their welfare and wellbeing, providing support for them personally and professionally. Consequently, staff morale is high and they enjoy coming to work. Leaders provide effective support and coaching for staff, which enables staff to reflect on their practice and share their ideas. Leaders listen to staff and use their individual interests and skills to enhance children's care and learning. For example, at a staff's request, due to their interest in extending the support for children with special educational needs and/or disabilities, leaders are organising additional training. When children require extra help, leaders and staff monitor children's outcomes and work with external agencies to inform individual strategies.

Leaders and staff carry out risk assessments of the premises and activities to ensure children are safe and secure at the nursery.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Leaders and staff create a welcoming environment. They work closely with parents and provide a flexible and sensitive settling-in process, to ensure every child feels emotionally secure at the nursery. New children form strong attachments with their key person, developing the confidence to play and explore while knowing they can seek comfort and reassurance from staff when needed.

Children enjoy their learning and play with creativity and curiosity. Adult-led activities are planned around children's interests, such as learning about birds after children observed some while looking out of the nursery windows. Staff encourage children to repeat and practise skills, to develop children's confidence and understanding. For example, staff repeatedly hide egg toys in a pretend nest for 2-year-old children, who check they have found them all by counting them each time. Babies and toddlers develop balance, coordination and leg strength to crawl, stand and walk to explore the toys and resources. They climb and jump eagerly over the side of the ball pool, giggling happily when they succeed. Pre-school children play imaginatively with their friends and explore colours when mixing paint. All children develop a love of books. They choose to sit and look at books independently, concentrating well as they look at the pictures and turn the pages. When children notice staff reading a book to other children, they eagerly hurry over to join the group until most of the children in the room are gathered around, listening and watching with interest.

Children behave well and play cooperatively. For example, pre-school children work together to invent their own imaginative games and spontaneously cuddle their friends.

Next steps

- Leaders should develop the quality of staff's interactions with children, to provide more support and opportunities for children to develop their speech.
- Leaders should strengthen parent partnerships, ensuring that staff share information about each child's care and experiences consistently.

About this inspection

The inspector spoke with leaders, staff, the special educational needs coordinator parents and children during the inspection.

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.

Inspector:
Sarah Madge

About this setting

Unique reference number (URN): 2768668

Address:
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58 Frogmore Avenue
PLYMOUTH
PL6 5RT

Type: Childcare on non-domestic premises

Registration date: 20/12/2023

Registered person: Bambinos Limited

Register(s): EYR, CCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:15 - 18:00

Local authority: Plymouth

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 12 January 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

55

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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