

Inspection of Derby Montessori School

Montessori house, Rowditch Place, DERBY DE22 3NJ

Inspection date: 2 October 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff greet children warmly on arrival. Children are happy to attend the nursery and quickly engage in activities demonstrating they are comfortable in their surroundings. Staff develop caring relationships with children and their families. The settling-in process is flexible to provide parents with reassurance that their children are ready to begin attending the nursery. Staff engage with, and encourage children throughout the day. This helps to build children's confidence and resilience and supports children in having a good attitude to learning. For example, staff encourage children to take risks outdoors and use the stilts to balance on. They teach them effectively how to catch a ball and learn how to score in the basketball net. Children jump through hoops and run around the area. This helps to develop their physical skills and strengthen their large muscles.

Staff facilitate role play that allows children to re-enact their lived experiences. Children are highly engaged in their learning during these activities. For instance, children thoroughly enjoy preparing dinner for teddy and feeding him pizza. They wash play pots and pans, carefully placing them on the side to dry. They beam with pride when showing visitors their completed washing-up. During this play, they take turns, share equipment and discuss their home life.

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

- Managers have a clear intent for children's learning. Staff have a good understanding of what this means for their practice and work together to embed the curriculum goals. This means that children are frequently exposed to learning that promotes good development. However, at times, group activities are not planned effectively. Some children do not engage during these times, meaning that they do not gain the same learning experience as others.
- Overall, staff support children's developing language skills well. Staff are particularly effective at holding conversations and asking questions to older children, to help develop their use of language. However, some staff working with the younger children do not model language effectively. They often use the word 'it' rather than refer to the object name. This does not help to extend children's vocabulary.
- Staff provide good support for children with special educational needs and/or disabilities. They understand the variety of ways in which children learn and identify when a different process needs to be adopted. Staff work closely with the children, the parents and other professionals to put in place personalised strategies and achievable targets for children to work towards.
- Staff support children's developing independence effectively throughout the nursery. For example, young children learn to wash their hands and clear away their snack bowl. Older children successfully learn to manage their own personal

care. Children become adept at tasks, such as putting on their coats and pouring their own drinks. This puts them in good stead for starting school.

- Overall, parents are happy with the care provided to their children. They say their children are happy to come into the nursery and go home happy. Although parents say staff are friendly and approachable, some parents are not familiar with the digital programme used by the nursery and how to access the information about their children from it fully. This means some parents receive a lack of information about how they can build on children's learning at home.
- Staff are good role models for behaviour, consequently children behave well. There is an ethos of care, kindness and respect throughout the nursery. Staff support children to negotiate, solve problems and work together. For example, children negotiate and share ideas when considering the best way to create handprints.
- There are good systems to support and supervise staff, which promotes a low staff turnover and consistently good practice. Managers have a clear process in place for recruitment, induction, supervision and appraisals. Staff say that they feel well supported in their roles. They are knowledgeable about their roles, the curriculum and the children. They speak positively about the opportunities for training, such as learning how to use sign language, which help to further enhance their skills and helps children's communication.

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:

- review and improve the planning of group activities so all children can experience the same learning opportunities
- support staff to be aware of how they model effective language to young children, to ensure children can extend their vocabulary
- develop ways to ensure that all parents are receiving relevant information about the nursery and their child's current learning, so they can help build continued learning at home.

Setting details

Unique reference number	EY476012
Local authority	Derby
Inspection number	10351800
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	1 to 4
Total number of places	43
Number of children on roll	29
Name of registered person	Interweb Spark Limited
Registered person unique reference number	RP902786
Telephone number	01332346333
Date of previous inspection	18 October 2018

Information about this early years setting

Derby Montessori registered in 1995, moving to its current location and re-registering in 2014 and is located in Derby City. The setting employs nine members of staff. All of whom all hold an appropriate early years qualification at either level 3, 4 or 6. The setting opens Monday to Friday, from 8am to 6pm, all year round except for five weeks spread throughout the year. The setting provides funded early education for two-, three- and four-year-old children. The provision is affiliated to The Montessori Society UK.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- One of the managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning. She spoke to children and joined in with their play.
- Parents spoke with the inspector, so she could take account of their views.
- The inspector spoke to staff during the inspection and took account of their views.
- One of the managers showed the inspector relevant documentation, including safe recruitment and 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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