

Inspection of Village Montessori Nursery School

Rowlands Castle Village Hall, 11 Links Lane, Rowland's Castle PO9 6AD

Inspection date: 20 February 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Friendly staff greet children and their parents at the door. They take the time to listen to parents as they share relevant information about their child. Children arrive happy and ready to learn. They show curiosity as they explore the activities that staff provide. For example, older children enjoy creating artwork with different textures and materials. Younger children snuggle up with staff and enjoy sharing stories together. This supports children to become fully engaged in their learning and development.

Staff know children well. The manager gathers essential information from parents during home visits. She shares this information with staff. This helps them to understand children's unique personalities and interests. Staff plan activities for new children that they know they will enjoy. They play alongside them and offer plenty of reassurance. This helps children to build early bonds with their key person.

Staff are positive role models. They help children remember the rules of group games with gentle reminders. Children take turns and enjoy playing a game of 'What's the time Mr Wolf' with their friends. They play harmoniously together as they run away laughing with excitement. This supports children to play cooperatively together.

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

- The manager has made significant improvements to the nursery since their last inspection. She has made effective improvements to staff meetings and supervision sessions. For instance, staff now have regular opportunities to reflect on their practice. Staff feel well supported in their roles and have built an effective team. This has greatly improved staff morale and the outcomes for children.
- Staff provide children with opportunities to develop their independence skills. For example, they encourage children to put on their weather suits and wellies before going outside. Children wash their hands before mealtimes and wipe their own noses. This prepares children for their eventual move to school.
- Staff skilfully teach children about emotions and feelings. They use a story about a 'Colour Monster' to help children understand how they feel. For example, during group times, children choose which colour they are feeling, such as yellow for happy and blue for sad. This helps children to label the different emotions they experience.
- Overall, staff are clear about the expectations of delivering the curriculum. They follow children's interests and plan learning that sparks their curiosity. However, this is not always consistent. For example, when children show an interest in

collecting water to create a waterfall, staff take the lead. This impacts on children's learning and their ability to build on their own ideas further.

- Children enjoy plenty of opportunities to develop their physical skills. For example, they practise walking along balance beams and peddle on tricycles. Staff plan a wide range of activities to help children use the small muscles in their hands. These include activities such as threading beads and using scissors. This supports children to develop their hand muscles to support their early writing skills.
- The special educational needs coordinator (SENCo) has received training to improve her knowledge. She recognises the signs when children may need additional help. The SENCo works alongside parents, staff and other professionals to make targeted plans. This helps children with special educational needs and/or disabilities to make the best possible progress.
- Staff use activities to provide children with opportunities to practise their language skills. This includes engaging children in story and group times. Staff listen attentively to children when they talk about their families. However, some children struggle to fully listen because of other distractions. For example, staff engage in activities with other children nearby. This leads to children's attention being drawn away from the main learning intent.
- Partnership with parents is effective. Staff know the children and their families very well. They invite parents to share key words in children's home language. Staff regularly share information with parents about the nursery and their children's progress.

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:

- support staff to identify when to build on children's interests to extend their learning even further
- organise activities more effectively to minimise distractions and enable children to develop their listening skills further.

Setting details

Unique reference number	2660873
Local authority	Hampshire
Inspection number	10313505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	36
Number of children on roll	24
Name of registered person	Village Montessori Nursery School Limited
Registered person unique reference number	2660874
Telephone number	07825290124
Date of previous inspection	18 September 2023

Information about this early years setting

Village Montessori Nursery School registered in 2021. The nursery is located in Rowlands Castle, Hampshire. The nursery is open Monday to Friday from 7.30am to 5.30pm, term time only. The nursery employs four members of staff. Of these, three are qualified to level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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