

Inspection of ME Montessori Play School

Bedgrove Community Centre, Ambleside, Aylesbury HP21 9TT

Inspection date: 15 September 2025

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

The provider has made extensive improvements since the previous inspection. These have been successful in raising the quality of the provision for children. The curriculum, although newly introduced, is beginning to provide children with meaningful learning that promotes their development well. Staff understand what children need to learn, and their teaching is targeted. Staff focus on developing children's communication and language skills and their independence. They help to expand on children's vocabulary by introducing them to new words and engaging them in simple conversations. Staff encourage children to complete small tasks, such as clearing away their plates at mealtimes. Children enjoy this responsibility. They start to become able to meet some of their own needs, such as putting on their shoes and coats before playing outdoors. Children enjoy being physically active and have ample opportunities to test out their developing skills. Staff know that some children like to play in a boisterous, rough-and-tumble manner and find appropriate ways for them to explore this safely.

Staff support children's good behaviour well. They have realistic expectations for children dependent on their age and stage of development. By recognising children's individual needs, staff adapt the daily routine as needed. This helps children to feel ready and willing to learn and promotes their confidence and sense of security.

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

- The setting is organised with children of all ages playing and learning together. The curriculum is flexible with staff recognising that children of different ages have different needs. They adapt their teaching accordingly. Staff are vigilant in ensuring that children's safety and well-being are always given priority. Although during the inspection there were no children on roll with special educational needs and/or disabilities, the provider identifies children who might experience disadvantage and ensures that the curriculum is ambitious for all.
- Activities and resources are readily available for children. Staff demonstrate for children and explain how to complete learning tasks. Children show interest and curiosity about how things work, such as unscrewing nuts and bolts and transferring liquids by pipette into test tubes. This sustains their attention and focus for significant time given their young age.
- The curriculum is still under development and review and is not fully effective in supporting children with their development when they play outdoors. Some resources are limiting, and, although staff supervise children well, teaching is less effective. As a result, some children do not appear consistently engaged in meaningful learning when playing outdoors.
- The provider recognises that mealtimes are valuable for encouraging children's

social skills and independence. Staff supervise children closely to promote their safety and well-being when they eat. The provider works alongside parents to encourage children to learn about healthy foods, supporting them to feel confident in making good choices.

- Key-person arrangements are much improved, and key staff meet children's needs well. Staff know the children they care for well, and children show close attachments with them. Staff exchange information with parents about children's learning and progress. However, they do not find out specific information about children's experiences and home lives. Therefore, they cannot include learning about this in the curriculum for children to all celebrate what makes them unique and special.
- All staff demonstrate a comprehensive understanding of their roles and responsibilities in keeping children safe. They know how to recognise when children might be at risk of harm and understand what action must be taken to help safeguard them. Along with clear policies and procedures, effective risk assessments and a vigilant staff team, this helps to create a safe environment where children's emotional and physical needs are met well.
- The provider has worked successfully with the local authority and systematically developed an action plan to bring about rapid and measurable improvement in the quality of the setting. Recent recruitment of staff has added extensive knowledge and experience to the team. This has been highly beneficial for staffing and children's experiences. There is now a robust plan in place for staff's training, support and supervision. The provider is committed to continuing to build on the good quality of the provision.

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:

- develop the curriculum so that children who prefer to learn outdoors experience consistently high-quality teaching and learning
- strengthen the curriculum to ensure that children learn about diversity and that their differences and similarities are known and celebrated.

Setting details

Unique reference number	2756910
Local authority	Buckinghamshire
Inspection number	10411937
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	17
Name of registered person	Antonazzo, Kellie
Registered person unique reference number	2756908
Telephone number	07754055317
Date of previous inspection	17 June 2025

Information about this early years setting

ME Montessori Play School registered in 2024 and operates from Bedgrove Community Centre in Aylesbury. The setting broadly follows the Montessori approach. The setting employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The setting is open all year round. On Monday and Tuesday, it operates from 8.15am to 3.15pm, and Thursday and Friday from 8.15am to 12.15pm. The setting also opens on the last three Wednesdays of each month from 8.15am to 3.15pm. It provides funded early education for two-year-olds.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on the children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke with staff and the children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection, and the inspector took account of all feedback received.

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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