

Inspection of Guildford Montessori Nursery School - All Saints Hall

All Saints Hall, Vicarage Gate, Onslow Village, Guildford GU2 7QJ

Inspection date: 30 September 2019

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	Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery offers children a welcoming and cosy environment in which they can play and learn. Staff have a good knowledge of Montessori education and the early years foundation stage framework and use this to offer a variety of learning opportunities. The children are happy and secure which helps them learn with great enthusiasm. The staff know the children well and ensure that they treat them with sensitivity and respect. Children are very eager learners, who are consistently willing to try new challenges. They demonstrate this as they carefully order different lengths of wooden sticks by size.

Staff are kind and considerate and offer high levels of praise and encouragement to children. They help to promote children's understanding of turn taking and sharing when they play games together. Staff encourage children to be considerate of each other's feelings and remind them of the rules of the nursery, such as using their 'walking feet' indoors. The enthusiastic staff provide effective support for all children, including those with special educational needs and/or disabilities. They have high expectations of what the children can achieve. Staff skillfully develop children's vocabulary as they plan a rich and varied curriculum. For example, they use sign language to support children's developing language and communication skills.

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

- Staff provide a well-organised environment that offers children a wealth of experiences. For instance, resources and activities are at children's level so that they can make decisions about their play. Staff provide consistent and gentle support to encourage children to complete their chosen activity. Children are given time to concentrate on activities and develop skills, such as filling and emptying containers, matching objects and mark making.
- Staff nurture children's language and communication skills very well. For instance, they support children to learn new words when naming farm animals. Staff model the vocabulary first and then ask questions to encourage children to use the words. They use these opportunities to enhance children's understanding of counting and numbers.
- Children form strong attachments with staff. They ask for help and happily enjoy a cuddle to seek comfort. Staff use spontaneous learning opportunities successfully to provide further support and explore children's existing skills. For instance, children enjoy using toy vehicles to race around a track. Staff encourage their mathematical language by encouraging them to use words such as 'smaller' and 'bigger' to describe the vehicles' size.
- Staff regularly share children's development with parents, offering helpful ideas for how they can support children's learning at home, for example sharing the

nursery rhyme of the week. Staff have developed strong links with other settings where there is shared care. This helps to ensure consistency of care and learning.

- The management team is effective in promoting opportunities for staff to develop their continuous professional development. Regular supervision and team meetings help staff to feel valued and enable them to identify their own strengths and areas for improvement. For instance, following training, staff developed the outdoor environment to support children who prefer to learn outside. They have introduced more resources into the environment, such as a mud kitchen, to encourage children's imaginary and exploratory play. However, parents and children are not yet fully involved in contributing their views to enhance the evaluation process.
- The manager and staff observe individual children closely and assess their development. They use this information successfully to engage children in varied and challenging learning. For instance, children eagerly transfer lentils from one pot to another using a spoon and show increasing skill and concentration. Children gain good literacy skills to help prepare them for their eventual move to school. For example, they take part in many activities that support them in recognising letters and hearing their sounds.
- Children benefit from regular exercise and fresh air in the nursery garden. They demonstrate good physical skills, confidence in their own abilities and have an awareness of how to manage appropriate risks, such as when using cutlery to prepare fruit at snack time. However, staff do not fully encourage children's understanding of why it is important to have good handwashing routines.

Safeguarding

The arrangements for safeguarding are effective.

All staff members have a thorough understanding of the procedures to follow and the people to contact if they have a concern about a child's safety or welfare. The designated safeguarding lead ensures staff are well trained in child protection procedures. For instance, she regularly tests their knowledge and understanding through spot checks, quizzes and staff meetings. There are good arrangements to determine staff suitability. Robust recruitment and vetting procedures are followed to ensure that staff are suitable for their roles.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider further ways to encourage children and parents to share their views in order to strengthen the self-evaluation process
- increase opportunities for children to understand why it is important to follow good handwashing routines.

Setting details

Unique reference number	EY466920
Local authority	Surrey
Inspection number	10108864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	42
Name of registered person	Buchholdt, Elena
Registered person unique reference number	RP910625
Telephone number	07807 309025
Date of previous inspection	4 February 2014

Information about this early years setting

Guilford Montessori Nursery School - All Saints Hall registered in 2007 and re-registered in 2013 at a new site. The nursery school operates from All Saints Hall in Onslow Village, in the Guilford area of Surrey. It opens on Monday to Thursday during term time, from 9am to 2.45pm. The nursery is in receipt of early education funding for three- and four-year-old children. There are five members of staff working with the children, four of whom hold relevant childcare qualifications at level 3 and one at level 4 .

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector and the manager held a meeting.
- The inspector sampled documentation, including staff qualifications, children's records and evidence of paediatric first-aid training.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The manager and the inspector carried out a joint observation.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.

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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