

Inspection of Little Diggers Montessori Ltd

Itchenor Memorial Hall, Itchenor Road, Itchenor, Chichester PO20 7DL

Inspection date: 20 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff welcome the children into the nursery and are eager to listen to their exciting stories. Children independently take their shoes off and put their belongings away. Older children settle quickly and enjoy the range of activities available to them. Young children get comfort from their key person with cuddles and singing. All children are happy in this safe environment and have formed special bonds with all the staff.

The manager provides an ambitious curriculum. Each activity is thoroughly planned to ensure a significant impact on each child's learning and development. Children excitedly learn and show interest in the activities provided. For example, children explore 'smelly jars' following the interest in seaweed on a previous visit. The staff provide rich opportunities for the children. For example, children visit the local beach, garden centre, museum and library. Children learn about their local community and the importance of looking after it. The nursery also welcomes visitors to support children's understanding of the world. Visitors have included a police officer, dentist, author, and sports person. The manager ensures that all events are assessed for risk, including the inside and outside areas of the nursery.

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

- The manager has high expectations for all her staff, which they thrive on. The leadership team holds regular meetings with staff. This allows leaders to provide staff with positive feedback, to suggest new training and to support their well-being. Staff feel extremely supported by their manager. Staff keep up to date with relevant training. New members of staff follow an in-depth induction process. This includes specific training, working alongside leaders and visiting the other setting. The staff have a range of qualifications and experiences. The manager deploys the staff well to ensure the best teaching for the children.
- Children behave well. They follow the rules, which are to be careful, kind, patient and helpful. Staff remind the children of the rules regularly. Children explain what these mean to them. The staff allow children to take risks and children show they know how to keep themselves safe. For example, children access a range of sharp tools during forest school sessions. Children know when and how to use them. Children have a positive attitude to their learning and persevere when challenge occurs. They show pride in their achievements. Staff promote children to have a positive self-esteem.
- Children have strong communication and language skills. Staff provide opportunities for children to extend their language. For example, staff make good use of 'show-and-tell' sessions, drama activities and phonic lessons. The nursery has its own library area where children can choose a book to take home. There are constant two-way conversations between staff and children. Staff

allow children time to answer questions and extend children's prior learning.

- Children have access to mathematical equipment. Staff talk to children about cutting fruit into halves and quarters. However, staff do not always extend children's mathematical learning within numbers and counting. Therefore, children's mathematical understanding is not fully secure.
- The area for babies is warm and suitable for their age and stage of development. Babies learn through exploring and being curious, especially in sensory play. Babies independently feed themselves. They confidently play with older children and feel very secure with their key person. Children of all ages develop well.
- The special educational needs coordinator has extensive knowledge on how to support children with special educational needs and/or disabilities. Staff work closely with parents and relevant agencies to provide the best support for all children. This ensures that all children progress in their development. Staff are quick to notice if children need extra support. They do constant assessments on the children and share these with their families. For example, families receive phone calls, have meetings and receive learning reports.
- Staff have a great relationship with the local schools, children's families, and other settings. Parents are extremely happy with the care provided for their child. Staff take exceptional steps to provide support for all children, especially those with an extra medical need. Parent partnerships are very strong, and communication is constant.

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:

- strengthen staff's skills in recognising and responding to opportunities to support children's mathematical development even further.

Setting details

Unique reference number	2664087
Local authority	West Sussex
Inspection number	10339419
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 6
Total number of places	26
Number of children on roll	28
Name of registered person	Little Diggers Montessori Limited
Registered person unique reference number	2579036
Telephone number	07876758879
Date of previous inspection	Not applicable

Information about this early years setting

Little Diggers Montessori Ltd registered in January 2022 and is part of the Little Diggers Montessori Ltd group. It is situated in Itchenor, Chichester. It is open from 8am to 4pm, term time only. The setting receives funding for two-, three- and four-year-old children. All six members of staff hold relevant early years qualifications, with one staff member holding qualified teaching status. The setting is a Montessori nursery and forest school.

Information about this inspection

Inspector

Harriet Povey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and parents spoke to the inspector about the nursery.
- The inspector carried out a joint observation with the manager on a forest school activity.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of 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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