

Inspection of Patchwork Montessori Nursery

Patchwork Nursery School, Chiltern Road, MAIDENHEAD, Berkshire SL6 1XA

Inspection date: 18 June 2025

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

Children and families are greeted warmly on arrival at this calm and nurturing nursery. Children settle happily and seek out staff and friends for company. They chat together informally while they learn and play together. Leaders strive for and successfully create a consistent, relaxed and stable environment where staff and children genuinely enjoy spending time together.

Key workers know their children well. Time is taken to carefully understand each child, what they enjoy and the routines they follow at home, alongside staff's initial observations. This information is used quickly. For example, staff find out from parents how babies communicate their needs so they can help them settle quickly and match the curriculum specifically to their needs. Children flourish because they feel safe and valued, which helps them to behave well.

Children develop excellent communication skills as they are interested and motivated by the carefully planned activities and the enthusiasm shown by the dedicated staff. For example, children speak effectively as they are encouraged to chat about their knowledge of hot and cold countries. When children learn that red ants only live in hot ones, staff extend their thinking and ask, 'Will they be able to live in Antarctica?' Children and staff share ideas, take turns in conversation and listen and respond to each other.

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

- Children benefit from a sequenced and ambitious curriculum that provides clear progression for all ages. Staff understand what they want children to learn and remember across all seven areas of learning. For example, younger children focus on numbers up to three. Older children are encouraged to count to 20, and then staff help them begin to understand number value. Staff consider the equipment that is provided to complete activities based on the child's stage of development. As a result, all children, including those with special educational needs and/or disabilities (SEND), make sustained progress from their starting points.
- Staff concentrate on developing children's independence and confidence as a key focus throughout the nursery. Right from the start, they encourage children to do things for themselves. Children choose equipment to play with, and staff carefully support them. For instance, they talk through the steps in toileting by commenting on what to do next. Staff celebrate that this 'empowers' children and builds their confidence. As a result, children are well prepared for the next stage in their education.
- Managers are focused on developing children's communication and language skills. Staff encourage children to sing songs and nursery rhymes. They enjoy

sharing books together. Staff discuss the pictures with children and explore new vocabulary, saying new words and allowing children time to repeat them back. Children learn new vocabulary quickly and are rapidly increasing the number of words they understand. However, some staff are less confident in using a wide range of interactions to support learning. Therefore, on occasion, children do not fully benefit from consistently high-quality teaching.

- Staff have high expectations for all children's behaviour. They model desired behaviours, such as asking for children to show good manners or to share resources with friends. Staff coach children through routines by gently reminding them what is happening now and next. They explain why play dough needs to be put away to stop it drying out to help understanding. This supports children to regulate their behaviour extremely well.
- Children develop perseverance and concentrate as they are encouraged to complete challenging activities. For example, they carefully use small tweezers to move objects from a pot to a tray and back again without giving up, even when they drop one and must try again. This enables children to develop a 'can do' attitude and they are proud when they achieve.
- Leaders are committed to improving staff's understanding of how children learn. Managers act as excellent role models and are highly valued by staff. Supervisors identify individualised professional development opportunities, which ensures ongoing improvements.
- Parents are extremely positive about their partnership with staff and the impact this has on their children's progress, describing this as 'incredible' and 'amazing'. Staff share regular information about children's next steps in learning and ideas on how to extend this at home, including, for example, how to keep children safe in the sun. Managers work closely with other professionals to share information and implement additional support for children with SEND.

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 the coaching and mentoring of less experienced staff to further develop the consistency of interactions with children.

Setting details

Unique reference number	EY461527
Local authority	Windsor and Maidenhead
Inspection number	10399634
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	53
Number of children on roll	69
Name of registered person	Patchwork Nursery Limited
Registered person unique reference number	RP908916
Telephone number	01628 789842
Date of previous inspection	9 December 2019

Information about this early years setting

Patchwork Montessori Nursery originally registered in 1991 and re-registered in 2013 due to a change of ownership. It is owned by Patchwork Nursery Limited, which also has two other Montessori nurseries in the area. The nursery operates from purpose-built premises adjacent to Oldfield Primary School in the village of Bray, near Maidenhead, Berkshire. The nursery is open each weekday from 8am to 6pm, for 48 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery employs 16 members of childcare staff. Of these, two staff hold qualifications at level 6, one is qualified to level 4, six are qualified to level 3 and two are qualified to level 2.

Information about this inspection

Inspector
Joanna Hobbs

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and inspector took part in a joint observation of a group activity and compared their evaluations.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to staff, parents and children and took account of their views.
- A range of relevant documentation was viewed.

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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