

Inspection of Chiltern Hills Montessori Nursery

Sunnybank Methodist Church Hall, Moor Lane, Downley, High Wycombe HP13 5YP

Inspection date: 25 April 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

Children separate easily from parents as they arrive at this nurturing setting. They are greeted warmly by friendly staff and quickly engage in activities of their choosing. Children confidently move around the environment and show that they feel safe and secure. They keenly explore various activities that staff provide for them and delight at the praise they receive from staff. For example, children use large foam blocks to build a tower. Staff count with them, and children show they are proud as the tower gets taller.

Staff have high expectations for children's learning and development. Children make good progress from their starting points. Information gathered from parents helps staff to provide targeted support that meets children's individual needs. Children's interests are used to plan activities, which helps them engage for extended periods of time. For example, staff plan a sensory activity for children to take part in. Children excitedly explore 'gloop'. They laugh as they sit in the middle of the tray and explore different ways to move the 'gloop' into containers using various equipment.

Children behave well. Staff plan to support children's personal, social and emotional development. Through well-planned activities, staff support children to understand sharing and turn-taking. For example, children in the garden take part in a small-group game. They laugh as they work together to shake a blanket and take turns adding bears in the middle. Staff adapt the activity when children decide they would like to sit in the middle of the blanket.

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

- The passionate manager is enthusiastic about the care provided to children. She has developed the curriculum carefully so that staff are clear about how to best meet children's needs. The manager regularly evaluates the setting and the needs of the children that attend. She identifies areas of focus and provides training for staff. This has a positive impact on the care being provided for children. Staff report that they feel happy and supported in their job roles.
- Overall, staff support children's communication well. They recognise different ways to communicate with children. For example, staff show children pictures to explain that they need to get their coats to go in the garden. Staff talk to the children about what they are doing and introduce new words and regularly sing to children as they take part in activities. However, this is not always consistent and, at times, staff do not give children enough time to think and respond to the questions, to develop their language further.
- Children's mathematics is supported well. Staff introduce mathematical language to children's everyday activities and during play. For example, during snack time,

staff count the bowls as they are given to the children. During an activity, staff look at different shapes with the children and talk about whether they are big or small. Children begin to count and recognise the different shapes and sizes of objects.

- Staff encourage children to lead a healthy lifestyle. They provide children with healthy snacks and meals. Children regularly spend time outdoors and excitedly explore the garden area. They smile and call to staff as they hide behind trees. Indoors, children ride on toys and are proud when they reach the top of the climbing frame.
- Staff provide opportunities to support children's independence. Children are encouraged to clean the tables, which they enjoy doing. Older children are supported to feed themselves and pour their water at mealtimes. Children grow in confidence and are eager to try tasks for themselves.
- Staff use effective observation and assessment to monitor children's progress. If a delay is identified, they work closely with families to provide ongoing support and put together a plan to support the child to help them make good progress. The manager has a clear understanding of where to gain support for children with special educational needs and/or disabilities (SEND). This helps to ensure that referrals and assessments are made as promptly as possible. Staff encourage children who speak English as an additional language to use their home language at the setting. They gather words from parents which they use throughout the day to support the child, ensuring children make good progress.
- Staff build strong relationships with parents. They provide them with regular feedback about their child's day and progress. The manager regularly organises social events for the families and staff to attend. For example, a trip to the local air museum provided children and their families with a chance to explore inside aeroplanes and watch helicopters flying. This was also an opportunity for staff to build relationships with parents in a relaxed atmosphere.

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 when to give children more time to process information to support communication and language even further.

Setting details

Unique reference number	2671590
Local authority	Buckinghamshire
Inspection number	10339410
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 2
Total number of places	18
Number of children on roll	36
Name of registered person	Roden, Virginia Margaret
Registered person unique reference number	RP514546
Telephone number	07731631348
Date of previous inspection	Not applicable

Information about this early years setting

Chiltern Hills Montessori Nursery registered in 2022. It is located in Downley, Buckinghamshire. The nursery employs nine members of staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The manager has early years professional status. The nursery opens Monday to Friday, for 51 weeks of the year, from 8am to 6pm.

Information about this inspection

Inspector

Nicky Butler

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 nursery and has taken that into account in their evaluation of the nursery.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate 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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