

Inspection of Guildford Montessori Nursery School - All Saints Hall

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

Inspection date: 2 July 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

Leaders strive to provide the best start to education for all children. They consider children's interests and the support needed to ensure they have the skills for their next stage of learning and move on to school. For instance, staff encourage children to independently put on their coats and shoes and to store their lunch bags and water bottles upon arrival. The curriculum is designed to support sequential learning. Key workers have a clear understanding of children's interests and use this knowledge when planning next steps. For example, children's interest in letters was used to encourage fine motor development through a word search.

Staff teach children to recognise and understand how they are feeling. They support children to resolve any small conflicts with peers in a kind and respectful way. For example, children ask one another for the specific colour they want to use in a board game, which is kindly given. Key-worker relationships are clearly established. Children are happy to come in and respond positively to all adults. As a result, they explore the nursery and share their thoughts freely.

The nursery is inclusive and welcoming to families. Each child's background is acknowledged and included in the planning. For example, the nursery hosts regular themed country weeks to broaden experiences of various cultures and traditions. Most recently, children learned about Ukraine, with parents leading cooking activities and sharing traditional dances.

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

- Leadership support the team's well-being. Staff feel supported and valued. Staff receive regular supervision, and leaders provide them with training opportunities to develop professionally. For example, recent training on motivating boys was evident in practice, with a staff member redirecting young boys' focus into building a tower.
- Leaders support many children learning English as an additional language. They assess and monitor their progress well. Interactions with all children are strong. Clear instructions and targeted vocabulary are used in focused activities. Questions used are open-ended to challenge children further, and staff extend children's thinking and reasoning skills in their play. For example, a discussion about holidays led to discussing the different ways to travel to France.
- Leaders have clear learning outcomes for older children preparing for school. For example, they introduce early literacy skills, such as letter recognition and counting syllables. However, staff do not plan as precisely for younger children. For example, on occasion, expectations are not consistently high enough. This means younger children sometimes do not fully benefit from engaging in meaningful activities and, at times, interrupt older children's learning.

- Children are familiar with routines. Staff make expectations clear. For example, children know they need to change into their wellingtons when playing outside. They recognise and respond well to the tambourine used as a transition signal. As a result, children transfer well between activities.
- Leadership value the outdoor learning environment, and children freely access this space. If children are eager to remain outside despite the rain, staff support this and encourage children's interests.
- Staff promote being healthy. Children understand why they wash their hands before eating and enjoy healthy fruit and vegetable choices at snack time. Frequent reminders from staff prompt children to stay hydrated and help them learn the importance in doing so.
- Targeted interventions are well considered by key workers to support children's next steps. For example, playing a game with a small group was planned to support children with turn-taking. However, information is not always shared well enough, and sometimes, all staff are not aware of next steps for all children. This means, on occasion, staff are not able to make sure children's experiences build effectively on their learning.
- Staff identify when children may need additional support. They work with professionals to ensure targeted support is in place for children. As a result, all children make good progress overall.
- Parents are very happy. Leaders and staff keep them well informed about their children's progress. They appreciate the staff's ambition for every child and the preparation for children going into school. The nursery is well regarded and was referred to as a 'beacon' and 'hidden gem' in the community.

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 planning of the curriculum for younger children
- support all members of the team to have a clear understanding of children's next steps and how best to support them.

Setting details

Unique reference number	EY466920
Local authority	Surrey
Inspection number	10394878
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	2 to 4
Total number of places	30
Number of children on roll	35
Name of registered person	Buchholdt, Elena
Registered person unique reference number	RP910625
Telephone number	07807 309025
Date of previous inspection	30 September 2019

Information about this early years setting

Guildford 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 Guildford area of Surrey. It opens Monday to Friday, during term time, from 8.45am to 3pm. The nursery is in receipt of early education funding for three- and four-year-old children. There are six members of staff working with the children, two of whom hold qualified teacher status, one holds a relevant childcare qualification at level 5, one at level 3 and one at level 2.

Information about this inspection

Inspector

Vanessa Conroy-Dangerfield

Inspection activities

- The inspector spoke to parents to gain their views.
- Leaders engaged in a learning walk with the inspector, sharing their curriculum and learning intentions for children.
- The inspector spoke with staff and adults and considered their viewpoints during the inspection.
- A joint observation with a maths focus took place with the manager and inspector.
- The inspector gathered evidence of the quality of the indoor and outdoor provision through observation and considered the impact on children's learning.
- The inspector sampled suitability checks and paediatric first-aid records.

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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