

Inspection of Whitchurch Montessori

All Hallows Church, Church Street, Whitchurch RG28 7AS

Inspection date: 2 November 2022

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 are warmly greeted by staff when they first arrive. They engage in conversations which makes them feel valued and welcomed. Children settle in quickly, eager to start their day. They confidently choose from a range of activities and resources on offer. Children love to invite staff into their play. They build close relationships with staff, who care for them well. Staff show a genuine interest in children and ask appropriate questions when they share their home experiences. This helps children to feel a sense of belonging.

Children are keen and curious learners. They move freely between the indoor and outdoor environments. Children happily explore their surroundings and work together to test out their ideas, and begin to solve problems they may encounter. They feel safe and secure at the setting.

Children behave well and are respectful of others. They are guided sensitively to follow staff's high expectations of rules, such as to 'walk indoors'. Children love being active in the fresh air. They are encouraged to manage their self-care needs and persevere when attempting to put on their waterproof suits independently. Children develop good physical skills. In the garden, they balance on planks, roll toy vehicles on ramps and make marks with paint. This strengthens children's small and large muscles for more controlled body movements.

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

- Leaders and staff provide a meaningful curriculum linked to children's needs, abilities and interests. Based on the impact of COVID-19 on children's experiences and development, they have identified the need to focus on specific aspects of the curriculum. These include: supporting children to develop their confidence in social, physical and language skills. Leaders and staff have made a conscious effort to address these in the outdoors, which is proving successful.
- Leaders and staff recognise the importance of developing children's communication skills. Staff ensure regular opportunities for children to listen and join in with familiar rhymes and songs. Children apply their increasing vocabulary to make up their own songs as they play. They remember specific language that has been previously taught; for example, while playing with construction vehicles, they name the 'excavator'. As a result, children are becoming confident communicators.
- Staff know children well and regularly assess children's learning and development. They plan activities to build on what children know and can do. However, there are occasions when staff do not consistently ensure that quieter or less confident children have the chance to share their ideas and thoughts. For example, during an adult-led activity, staff focus their attention and interactions

on children more communicative and forthcoming. They tend to overlook those less confident and in need of encouragement to come forward.

- Staff support children to develop good habits that lead to a healthy lifestyle. They ensure children experience well-established routines, such as when washing hands before mealtimes. Children are reminded to take regular sips of water. This supports children's well-being.
- Leaders and staff recognise the importance of raising children's awareness of the diversity of cultures represented in modern Britain. However, staff do not make the best of opportunities for children to appreciate and value their own family backgrounds and home languages, and those of others.
- Children are motivated to learn and fascinated by handling real objects to support their learning. They enjoy recalling the repetitive phrases and main events from a familiar story, such as when sharing 'We're Going On a Bear Hunt'. They move through the different representations of habitats, such as real grass. Children do well to remember the pattern of some words and in the text. This helps to support their early literacy skills.
- Parents speak with great fondness about the education and care the staff provide. They comment on their children's good progress, especially in their confidence, speech and physical development. Parents love to share the photos and videos with their children that staff send through on an online application.
- Leaders demonstrate reflective practice and strive to continually improve the provision on offer. They identify key aspects of children's development that require more focus and receive appropriate training and support to improve. Leaders work with staff to provide a range of professional development opportunities to enhance their knowledge and skills further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a strong understanding of their responsibility to protect children. They have secure knowledge of the potential signs that may indicate children are at risk of abuse. Staff know what procedures to take if they have concerns about a child's welfare or the conduct of a colleague. In addition, staff have a broad understanding of other safeguarding matters, such as radicalisation. Leaders follow a robust recruitment and vetting process to ensure staff are suitable to work with children. The manager and staff team create a safe and secure environment for children to play, both indoors and outdoors.

What does the setting need to do to improve?

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

- extend opportunities for children to value their family backgrounds and home languages to support their understanding of the diverse world they live in

- support staff to identify quieter children and consider how to successfully include them more in group sessions.

Setting details

Unique reference number	2604283
Local authority	Hampshire
Inspection number	10251646
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	34
Name of registered person	Whitchurch Montessori Limited
Registered person unique reference number	RP534666
Telephone number	07711149814
Date of previous inspection	Not applicable

Information about this early years setting

Whitchurch Montessori registered in 2020. It is based in All Hallows Church in Whitchurch, Hampshire. The setting operates from Wednesday to Friday, 8am to 6pm, all year round. It employs a total of seven staff, four of whom have appropriate early years qualifications at level 3. The manager holds a relevant early years qualification at level 6. The setting receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the provider 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 setting.
- The manager took the inspector on a learning walk and explained her intentions for children's learning.
- The manager and the inspector carried out a joint observation of an activity outside.
- Children spoke to the inspector during the inspection.
- Discussions were held with the manager, director and staff at appropriate times during the inspection.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff to work with children.
- Parents shared their views of the setting with the inspector.

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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