

Inspection of Weyhill Montessori School Ltd

High Lane Community Centre, 19 Weycombe Road, Haslemere, Surrey GU27 1EL

Inspection date: 8 December 2021

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 greeted warmly by staff as they arrive at the pre-school. They separate happily from their parents and are ready to play and explore the environment, demonstrating that they feel safe and secure. Children new to the pre-school settle very well. They enjoy exploring a good range of mathematical activities and learn the names of the different shapes, such as triangles. Children sort buttons according to their colour identifying complex shapes successfully. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points.

Children explore a rich learning environment that helps them to develop skills essential for their future education. There are high expectations for children. Children create complex constructions and patterns using different size blocks and cylinders. Children develop good control of their movements, which supports their pre-writing skills. For example, they patiently thread items onto string to make necklaces. Children thoroughly enjoy activities that include songs and rhymes. They listen very attentively to stories. They enthusiastically repeat familiar phrases and predict what will happen next. This helps them to become confident communicators.

Children's behaviour is good. They learn to be kind and respect others. Children know the pre-school routine well. For example, when they finish an activity, they tidy it away ready for the next child.

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

- The highly qualified staff team use their good understanding of the Montessori approach to support children's learning and development. They provide a broad curriculum that includes a wide range of stimulating activities. Staff use their good knowledge of children's individual needs and progress to move them on in their learning and development. However, occasionally, they do not always make the most of opportunities that arise from children's self-chosen activities, to extend and challenge their learning even further.
- Staff gather detailed information from parents to ensure that they know children's individual interests and needs, to plan for their future learning. This results in a shared learning approach between home and nursery.
- Throughout the COVID-19 pandemic, the manager has worked hard to support children and their families. She re-organised sessions so all children could attend. This particularly supported children who were leaving to start school.
- Staff support children's independence well. They provide plenty of opportunities for children to develop the skills they need for future learning. Children take off their coats and hang them up when they have finished playing outdoors. They

serve themselves at snack time and clear away their plates when they have finished eating.

- Staff help children to learn about their emotions. They talk about feelings in books and sing songs using a teddy bear that the children cuddle and share with their friends. Staff help children develop the confidence to have a go during activities.
- Staff support children's physical development well. Children thoroughly enjoy playing outdoors. They develop their physical abilities and problem-solving skills in the secure outdoor play area. Furthermore, children were very excited and enthusiastically took part in football coaching activities.
- Staff provide very good support for children with SEND. They focus strongly on meeting their individual needs. When needed, the manager uses additional funding to provide children with one-to-one support. Staff work closely with other professionals and parents to create and use plans that help children with SEND to progress in their development.
- Partnership with parents is very good. Parents speak highly of the staff. They report that staff are committed to their work and they tailor learning to the children's individual needs. During the COVID-19 pandemic, staff maintained contact with children and their families. They continued to support children's learning with activities and meetings online.
- The manager evaluates the quality of children's care and learning, taking into account the views of staff and parents. Staff report that they receive very good support. They receive regular training, coaching and support that successfully builds their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff undertake regular safeguarding training to update their knowledge of child protection, including the 'Prevent duty'. They have a good understanding of the signs and symptoms of abuse. Staff know the procedures to follow if they have a concern about a child in their care. The manager implements robust recruitment and vetting policies and procedures. She undertakes robust suitability checks to ensure that only those suitable to work with children do so. Staff risk assess the premises and activities and supervise children well to keep them safe.

What does the setting need to do to improve?

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

- coach and support staff to further challenge and extend children's learning and development when they engage in self-chosen activities.

Setting details

Unique reference number	2518591
Local authority	Surrey
Inspection number	10194558
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	40
Number of children on roll	40
Name of registered person	Weyhill Montessori School Ltd
Registered person unique reference number	RP533702
Telephone number	01428 656840
Date of previous inspection	Not applicable

Information about this early years setting

Weyhill Montessori School Ltd registered in 2019. The pre-school employs eight members of staff, seven of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, term time. Sessions are from 9.15am until 3pm. The pre-school provides free early education for children aged two, three and four years.

Information about this inspection

Inspector
Kelly Lane

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 her evaluation of the setting.
- The inspector discussed aspects of the curriculum with the provider.
- The inspector observed a variety of indoor and outdoor activities and children's learning and development.
- The provider carried out an evaluation of teaching with the inspector following a planned activity.
- The inspector met with the manager and discussed staff training and suitability.
- The inspector spoke to staff, parents and children at appropriate points in the inspection and considered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021