

# Inspection of Nido Montessori Limited

30 Franklin Road, Shoreham-by-sea BN43 6YD

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Inspection date: 8 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from a broad curriculum which staff plan using a flexible Montessori approach. There are clear aims for children to feel safe and develop life skills, confidence and independence. This was seen during the inspection when older children worked together in pairs to lay the table at lunchtime. They carefully carried and set up items such as place mats, china bowls and drinking glasses. Children are keen to volunteer for tasks that staff allocate to them on a turn-taking basis at the beginning of each day.

Children learn and use a wide range of vocabulary. They eagerly copy words and sentences they hear in the language-rich environment, for example, when they listen to numerous stories. Children smile with enjoyment. They confidently respond to questions about the parts of the stories they remember, for instance about a bear who goes to the market.

Children behave well and are happy and settled. They learn to take turns and work as a team. During the inspection, they thoroughly enjoyed making modelling dough in a small group. After measuring, transferring and stirring the ingredients, they independently passed the bowl to their friends to have a go. They concentrated well and learned what they need to do if the dough is too wet or too dry.

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

- The manager is a positive role model for staff. For instance, she has supported staff effectively to improve how they encourage children's communication and language skills. Staff communicate well with the children and develop their confidence to talk. They give children time to talk about their feelings and experiences outside of the nursery, such as starting school and visits to a safari park. They make good use of this information to provide a wide range of adult-led activities that motivate children to learn.
- Staff encourage children to behave well. They patiently gain children's cooperation. They talk to them in a calm and respectful way, setting clear boundaries about how to use the resources respectfully. Staff also use daily routines and songs to encourage children to be helpful and help tidy up.
- Staff support children's mathematical development well. During the inspection, when older children decided to roll a large wooden dice across the carpet, staff encouraged them to identify the numbers. They asked children questions that encouraged them to remember what they had learned and challenged their good understanding of simple addition and subtraction.
- Staff know all the children well. They carefully observe and respond to children's changing emotions. They keep children who are less confident close to them, providing lots of reassurance. During the inspection, they encouraged children to

talk about their feelings and to think about how they could help their friends. This inspired older children to give their friends a hug.

- During group activities, the manager and staff skilfully support children's learning across all areas of the curriculum. They have successfully developed older children's understanding of how to use the Montessori resources independently. Older children are motivated to persevere with tasks and practise what they have learned. They work out how to build constructions and screw nuts onto bolts. However, staff do not always support younger children fully effectively when they first start. At times, younger children who are new are less engaged in meaningful experiences to support their development and help them settle in.
- Staff work closely with parents to obtain detailed information about children's individual care needs. They talk to parents at the beginning and end of each day to share information about their children's well-being and developmental progress. Parents state they are very happy with how quickly their children have settled into the nursery and the daily updates they receive from staff.
- The manager monitors the provision well. For instance, since registration, she has reviewed and improved how staff help children move smoothly between the setting and their parents' care. Staff now spend more time preparing and talking with children about going home before their parents collect them. Children are now more relaxed, calm and happy at the end of the day. This has supported children's emotional well-being further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of their roles and responsibilities to safeguard children's welfare. All staff complete safeguarding training and know what to do if they are concerned about a child's well-being and safety. The manager and staff robustly risk assess the premises, activities and outings. They supervise children well to keep them safe, including times when they use the kitchen for activities. The manager ensures that all staff are suitable to work with children. She keeps records of their suitability checks and ensures that Ofsted are notified about everyone working in the setting.

## **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 consistently adapt activities to help younger children who are new to the setting engage in purposeful play, so they make the best possible progress.

## Setting details

<b>Unique reference number</b>	2653997
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10250579
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Nido Montessori Limited
<b>Registered person unique reference number</b>	2653994
<b>Telephone number</b>	07984783925
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nido Montessori Limited registered in 2021. It is located in Shoreham-by-Sea, West Sussex. It is open from 7.30am to 5.30pm, each weekday, for 48 weeks a year. There are seven staff who work at the setting, four of whom hold relevant qualifications at level 3 and above. The setting receives funding to provide free early education to children aged two and three years.

## Information about this inspection

### Inspector

Cathy Greenwood

### 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 provider.
- The inspector talked with the manager, staff, children and parents at appropriate times during the inspection.
- The manager and inspector completed a learning walk and a joint observation together.
- The inspector observed children taking part in indoor and outdoor activities.

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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