

Inspection of Foxglove Montessori Nursery

Foxglove Montessori Nursery, Chilton Way, Stowmarket IP14 1SZ

Inspection date: 19 April 2023

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 enthusiastically enter the setting with a spring in their step. They confidently hang their coats and belongings on their pegs. Children are greeted by the warm and nurturing staff, who listen attentively as children tell them about their morning. Children build strong and secure bonds with staff and their peers. They are well mannered and show excellent behaviour and emotional well-being. The indoor and outdoor environments are safe and enticing. Children take appropriate risks and challenges during their play.

Children's physical and mental well-being is promoted. They enjoy a wide variety of weekly events, such as forest school, yoga and drama sessions. Children love the natural wildlife garden, where they plant and grow flowers and herbs. They benefit from awe-inspiring events, such as incubating chickens' eggs and watching the chicks hatch. Children take care of the setting's two guinea pigs. These real-life experiences allow children to feel awe, see the wonder of the natural world and learn about growth and caring for others in the wider world. Children make significant progress in their speech and language development as these learning opportunities spark endless conversations. Children develop a love of reading, and books play a huge part in children's daily learning and imaginary play.

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

- Overall, teaching is of a high quality. Knowledgeable staff build on what children already know with meaningful questions and interactions. For example, children become fascinated while watching a tractor cutting the grass through the window. Staff use this learning opportunity by introducing interesting vocabulary, such as 'engine' and 'speed'. Additionally, staff open the window for the children to hear the engine sound to further their understanding. As a result, children extend their speech and language by using these new words during play and discussions with staff and peers. Additionally, children learn to write for purpose as they make a poster to hold up to the driver of the tractor to say 'thank you' for cutting the grass.
- Children make significant progress from their starting points across the seven areas of learning. A collaboration of robust and innovative assessment from the start, which includes valued parental involvement, and an effective key-person system ensures that children make the highest possible progress. Staff are proactive in providing additional support for children who may need it. They liaise effectively with outside professionals, such as speech and language therapists.
- Children develop independence and feel comfortable to learn through trial and error. For example, as children make their own play dough, their curiosity leads them to experiment with the recipe. As a result, children develop their critical

thinking skills, perseverance and resilience as they adjust the amounts of water and flour to make the desired consistency.

- Mealtimes are sociable events. Children develop their independence when using a knife to spread butter on their crackers. They enjoy the responsibility of being the 'helper of the day' and wash up their own plates and cutlery. Children develop self-esteem when staff give them meaningful praise for counting the correct number of chairs needed at the table. Staff sit with children at mealtimes. However, occasionally, younger children do not receive appropriate levels of support from staff to develop a clear understanding of mealtime routines, such as ensuring they finish eating what is in their mouths before leaving the table.
- High levels of consideration are placed on the accessibility and inclusivity of self-selecting resources. Children benefit from a sensory room. This space is relaxing for children who feel overwhelmed at times, where they can begin to understand and regulate their emotions. As a result, all children, including children with special educational needs and/or disabilities, are proactive in leading their own learning and becoming independent in making positive choices.
- The management team is reflective and extremely passionate about its individual roles and undertaking further training opportunities. Staff report excellent well-being. The manager engages effectively with children, their parents and others in the community, including schools and other local services. This ensures children make seamless transitions to their next stage of learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority, and regular risk assessments ensure children's safety. The manager demonstrates a vigorous and safe recruitment process that involves ongoing suitably checks of staff. Leaders and managers have extremely clear expectations of staff. All staff have robust safeguarding knowledge and can identify signs of potential abuse and neglect. Staff know what action to take if they are concerned about the welfare of a child. Regular safeguarding training is provided to all staff members. Frequent safeguarding quizzes and staff meetings ensure that safeguarding knowledge is up to date, including knowledge of wider issues, such as online grooming or exploitation.

What does the setting need to do to improve?

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

- focus on providing young children with clear and consistent messages at mealtimes to support them in becoming increasingly independent in managing their personal needs.

Setting details

Unique reference number	2629278
Local authority	Suffolk
Inspection number	10281135
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	60
Number of children on roll	58
Name of registered person	Foxglove Nurseries Ltd
Registered person unique reference number	2629276
Telephone number	01449 775333
Date of previous inspection	Not applicable

Information about this early years setting

Foxglove Montessori Nursery re-registered in 2021 following a change in legal entity. The nursery employs eight members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 4 and above. The nursery opens from Monday to Friday, during school term time. Sessions operate from 8am to 4pm from Monday to Thursday, and from 8am to 12.30pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

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 nursery manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact that this had on children's learning.
- The inspector carried out joint observations of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the management team and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other 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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