

Inspection of East Sussex Montessori School

Alfriston United Reform Church, The Tye, Alfriston, Polegate BN26 5TL

Inspection date: 5 March 2024

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's well-being is given high priority at this caring setting. They benefit from lots of individual attention from staff, which helps them feel safe and secure. Staff are kind and patient. They make their high expectations clear from the beginning so that children understand how to behave well. Staff quickly recognise when children need support to manage their emotions and gently respond to help them resolve any conflicts with their friends.

Staff successfully plan a curriculum that particularly focuses on supporting children to become more independent and do as much as possible for themselves. They always give children the chance to try for themselves before they offer help. Children confidently complete tasks such as wiping tables for lunch and washing their plates in soapy water. Even the youngest children capably get out resources such as the compact disc player, insert a disc and turn it on to listen to some music.

All children, including those with special educational needs and/or disabilities and those learning English as an additional language, benefit from a broad range of experiences that help them gain the skills they need for their future learning. Staff respond promptly to seek additional support or funding for children where needed and work effectively with other professionals to help close any gaps.

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

- The manager has a strong commitment to offering a high-quality service to children and their families. She monitors staff practice closely, for instance, by observing them and providing regular supervision sessions. Staff have good opportunities for ongoing development to extend their skills and follow areas of interest, so that the provision continually improves.
- Staff have a clear idea of what they want children to learn and how to help them get there, step by step. They build on children's learning effectively, making sure they have mastered one skill before moving on to the next. Children are motivated to use what they learn when facing new challenges. For example, they practise their physical skills when pouring water from small jugs, and then delight in pouring from larger buckets to wash the plates after snack time.
- Stories and singing are part of every day at the setting. Children respond enthusiastically when staff invite them to the carpet to join in familiar songs. They listen attentively when staff read to them and are eager to ask questions and share their thoughts. Staff give all children plenty of time to join in conversations and express their ideas. They introduce new words to build on children's vocabulary. Children make quick progress with their speaking and listening skills.

- Children behave well. Staff are positive role models and show children how to treat each other with kindness and respect. Children readily take turns with equipment and share with their friends. They learn to concentrate well on activities and enjoy taking responsibility for tasks that staff ask them to do. For example, they eagerly organise a search for a missing basket, checking all areas of the hall and asking adults and children questions to help with their investigation.
- Staff give children the time they need to settle in at their own pace when they first start. They find out about children's individual needs so they can provide appropriate care straight away. However, they do not always gather detailed information from parents about what children already know and can do, so they can also swiftly begin to support their learning.
- There are regular opportunities for children to go on outings in the local community and to find out about the people and places close by. They have some exciting opportunities to learn about each other, for example, when they taste some food from their friend's home. However, staff do not fully extend these opportunities to help children find out about a broad range of people and communities outside of their own experience.
- Parents are kept well-informed about their child's day. Staff provide regular updates on children's progress and explain what they are ready to learn next. They offer useful ideas to help parents continue their child's learning at home and share resources such as books. Parents particularly value the individual care and attention their child receives in the setting and are complimentary about the staff team.

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 arrangements for gathering information from parents about children's existing knowledge and skills when they first start
- extend opportunities for children to learn about different people and communities and broaden their understanding of the wider world.

Setting details

Unique reference number	2654378
Local authority	East Sussex
Inspection number	10308733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	12
Number of children on roll	12
Name of registered person	Forrester, Lucy Claire
Registered person unique reference number	RP514623
Telephone number	07946356271
Date of previous inspection	Not applicable

Information about this early years setting

East Sussex Montessori School registered in 2021 and is located in Alfriston, East Sussex. It opens from 9am to 3pm, Monday to Friday during school term times. There are four members of staff, two of whom hold relevant qualifications at level 3 and above. The setting receives funding to provide early education to children aged two, three and four years.

Information about this inspection

Inspector

Rebecca James

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager about the leadership and management of the setting and the manager showed the inspector documentation to demonstrate the suitability of staff.
- 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.

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 2024