

# Inspection of The New Montessori Pre-School

Methodist Church, Tarring Road, WORTHING, West Sussex BN11 4ET

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Inspection date: 9 November 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children thoroughly enjoy their time at this inclusive and inviting pre-school. They radiate confidence as they introduce themselves to the inspector and show her the preschool rules. Children are kind and enjoy spending time with one another. Older children develop a sense of responsibility and pride as they spend time working alongside younger children. They show care as they hold the hands of younger children, when walking out into the garden.

Staff provide activities that capture children's curiosity and broadens their view of the world. For example, staff support children who show an interest in globes. They use this to teach children about continents and to test what they remember from previous learning. Children identify and name the continent Australasia and recall some animals that live there, such as koala bears and kangaroos. Children are inquisitive and ask regular questions to help secure and embed their understanding.

Children learn the skills they need to take care of themselves and their environment. Staff think carefully about the knowledge they want children to gain overtime, such as being able to brush their own hair. They then add resources to the environment, such as a variety of combs and brushes, mirrors, dolls, and hair accessories. This, along with quality interactions, help children develop good levels of independence.

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

- The manager and staff create a curriculum that is well structured and built on what they want their children to learn. Effective use of assessment means that potential gaps in children's development are identified and addressed swiftly. As a result, all children including those with special educational needs and/ or disabilities and children with English as an additional language, make good progress from their starting points.
- Staff work in partnership with parents and other professionals that have involvement in children's care and learning. For example, parents receive regular progress updates and ideas to extend learning at home. Parents report that they are very happy with the care and education their children receive, as well as their support they gain as a family. Staff liaise regularly with professional to create consistent targets for those who require additional support.
- Staff broaden children's knowledge through their interests and imagination. For example, staff join children as they role play with dinosaurs. They discuss the characteristics of each dinosaur, such as what they might eat. Children learn that some types of dinosaurs were herbivores and their long necks meant they were able to reach the leaves from tall trees. Children roar as they take on the

role of a Tyrannosaurus Rex on the hunt for a 'tasty Plesiosaur', hiding in the water.

- Staff provide children with opportunities to learn through their senses. This helps children make connections between language and objects. For example, children learn about texture as they explore real pumpkins with their hands and notice how they feel. Children use language such as 'bumpy', while tracing the indentations and patterns on the skin.
- Children develop an early understanding of literacy through their love of sharing books. For example, children find quiet spaces to enjoy a book of interest. They sit and concentrate on the pages and use the pictures to retell the story. Some children, with the support of staff, identify familiar letters within the text and practise sounding these out. Others enjoy listening to stories while snuggling up with a member of staff.
- Children have lots of opportunities to learn new concepts that prepare them well for their future learning. For example, staff introduce simple addition and subtraction through action rhymes and props. Children learn about measure as they use spirit level to gauge whether their structures are straight. Children practise their counting skills to the value of ten, as they tidy away small items.
- Staff help children remember the rules through regular discussions and reminders. For example, staff encourage children to use their 'gentle hands', when playing with others. However, on occasion, staff do not use these opportunities to explain why the rules are important. This means that some children take longer than others to understand what staff expect from their behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

Staff place children's safety at the forefront of all they do. They update their knowledge of safeguarding matters regularly and demonstrate a secure understanding of the signs and symptoms of abuse. Staff have a secure knowledge of the policies and procedures to follow should they have a child welfare concern. Furthermore, staff confidently demonstrate their understanding of whistle blowing procedures and how to escalate their concerns if necessary. This helps children safe from potential abuse. Staff help children begin to understand risk. For example, staff discuss and demonstrate safe practice as children hammer pins into vegetables. Children take great care as they hold the hammer correctly and tuck their fingers away. They learn the importance of checking the floor after the activity for loose pins, understanding the impact this may have on their friend's safety.

## What does the setting need to do to improve?

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

- develop children's understanding of the rules and why these are important, so they are able to make positive choices

## Setting details

<b>Unique reference number</b>	EY330146
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10298327
<b>Type of provision</b>	Childcare on non-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>	2 to 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	The New Montessori Pre-School
<b>Registered person unique reference number</b>	RP526083
<b>Telephone number</b>	01903 535412
<b>Date of previous inspection</b>	22 May 2023

## Information about this early years setting

The New Montessori Pre-School registered in 2006 and is based in Worthing. The pre-school employs 11 members of childcare staff. Of these, two are qualified to level 6, two at level 5 and seven with level 3 qualifications. The pre-school is open Monday to Friday for most of the year. Sessions are from 7.30am to 5.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and provider and has taken that into account in their evaluation of the manager.
- The manager, provider and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the manager, staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of 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.

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