

# Inspection of Fluppet's Montessori Nursery

The Bill Reeve Pavilion, Round Bush Green, Aythorpe Roding, Dunmow CM6 1PT

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Inspection date: 29 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 are cared for in an exceptionally calm environment. They develop a sense of ownership of the nursery, which contributes to them showing respect for their surroundings. For example, children tidy away the toys when they have finished playing, without being prompted, and help to wipe up spills. They are confident enough to remind each other how they should behave, telling their friends, 'It's not good manners to blow a raspberry'.

Children take an active role in many aspects of the nursery. They volunteer to prepare snack and help lay the table for lunch. They are extremely competent at using tools safely. They cut fruit with knives and expertly handle tongs to pick up a piece of fruit or bread. When necessary, encouraging words from adults inspire children to 'have a go'. Staff do not jump in, but offer gentle suggestions, allowing children to work things out for themselves.

Children include each other in their games and play harmoniously. They are supported to resolve any conflicts with kindness. Children use their capable negotiating skills to decide between them who will cut the banana or who will prepare the apple. They make their own case and happily reach a mutually agreed decision.

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

- The provider clearly explains her curriculum and how children benefit from the Montessori philosophy. She is very committed and passionate about providing quality care in an inclusive setting, where all children make progress. The provider prioritises her ongoing professional development. This includes working closely with health professionals to be fully equipped to support children who may have specific medical needs.
- There are high expectations for all children. Staff show a great amount of trust and confidence in their capabilities, helping to foster children's self-esteem. Even the youngest children use china plates, drink from glasses and eat with real cutlery at meal and snack times. Children are proud of their achievements and are eager to talk to visitors about what they know and can do.
- Mathematics is skilfully threaded through the provision. Children are encouraged to work out how many plates they still need when laying the table. They count the number of children sitting down and work out the answer if three were to leave the group. Children decide if they are going to cut the banana into halves or thirds and know that they need a 'full' glass of water when they make play dough. They recognise numbers and letters when they 'read' out the instructions for everyone to follow, contributing to their early numeracy and literacy skills.
- Staff involve children in thought-provoking conversations and listen intently



while they provide their own ideas. Children learn new words and phrases, such as 'tagine' and 'digestive system', and hear interesting explanations of what these words mean. They have a firm grasp of some complex concepts. For example, children recognise that the plate is being passed around the table 'clockwise', and know that the opposite is 'anti-clockwise'. Although interactions are warm and supportive, staff do not always make the most of all the opportunities they have to engage at the children's level. This would consistently extend children's learning experiences.

- The garden provides an engaging space for children to explore and be curious. They enthusiastically run outside when the doors open and become immersed in the available activities. Children access open-ended resources that encourage them to use their imaginations and be creative. They are excited to open the 'fridge' in the outdoor kitchen to find a selection of 'sauces', and chat animatedly to each other about the dishes they are creating.
- Most parents are very happy with the nursery. They comment how their children have grown in confidence and have developed their speech and language skills. The provider has adopted many different ways of sharing information about children's learning and development, and any changes at the nursery. However, this is not always effective enough, so that all parents are kept fully informed.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider and staff clearly explain how they would identify when a child may be at risk. They complete up-to-date safeguarding training and have a sound understanding of the actions to take to protect children. This includes keeping records and reporting their concerns to the relevant agencies. Staff are confident of the procedure to follow if there is an allegation. Children's registers and accurate accident records are maintained to help recognise emerging patterns, which may indicate a child's safety is compromised. Required checks and effective recruitment processes are in place to assess staff's suitability to work with children.

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

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

- support staff to build on their interactions to consistently extend children's learning, to help them make the best possible progress
- strengthen the information-sharing arrangements so that all parents are kept fully informed.



## Setting details

<b>Unique reference number</b>	EY550424
<b>Local authority</b>	Essex
<b>Inspection number</b>	10174063
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Fluppet's Montessori School Limited
<b>Registered person unique reference number</b>	RP550423
<b>Telephone number</b>	07742470277
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fluppet's Montessori Nursery registered in 2017 and is run by a limited company. The nursery employs three members of childcare staff. Of these, the manager holds an early years qualification at level 4, and other staff members hold qualifications at level 2 and 3. The nursery opens from Monday to Friday, all year round. Opening times are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children's learning using the Montessori ethos and principles.

## Information about this inspection

**Inspector**  
Fiona Sapler



## 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 setting.
- The inspector and the provider conducted a learning walk, to discuss how the early years provision is organised and structured.
- The inspector conducted a joint observation with the provider and held discussions about the quality of teaching observed.
- The inspector observed staff's interactions with children and the impact these have on children's learning.
- Parents shared their views with the inspector and these were taken into account to assess the effectiveness of partnerships with parents.
- The inspector spoke with staff and children at appropriate times.
- A range of documents, including staff's suitability checks and qualifications, were viewed by 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.

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