

# Inspection of Bardfield Montessori Day Nursery

Bardfield Montessori, Braintree Road, Braintree, Essex CM7 4PY

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Inspection date: 13 April 2022

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

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

### **The provision is outstanding**

Children show exceedingly high levels of confidence and independence. They are excellent communicators, who regularly use complex words in their discussions with staff and each other. Children ask lots of questions, which shows their high levels of curiosity and their eagerness to learn. They respect and handle real-life resources with the utmost care. Children constantly use their excellent imaginative skills. This is helped by the easy access to a wide range of rich and inviting resources. Children create 'tea parties' using real, child sized crockery cups and saucers. They make their drinks using water from the dispenser and sit down before declaring 'ahhh, a lovely cup of tea'.

Babies are consistently working above expected levels of development. For example, one-year-olds use small beakers without lids to drink from. They carefully pour milk into their beakers from glass jugs that are just the right size for small hands. Older children independently recognise when staff have not filled water jugs up before lunch. They pick up the jugs and fill them with water before placing them back in the middle of the lunch tables. Children's welfare and physical health are exceptionally well supported. Babies wear all-in-one suits to protect their clothes while they crawl, climb and generally enjoy getting messy in the extensive outdoor area. Older children immerse themselves in more physically demanding play as they challenge themselves to balance and climb between different sized tree trunk stumps.

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

- Children have fantastic opportunities to learn about the world around them. They eagerly show visitors their ducklings, which they incubated and watched hatch in the nursery. Children are exceedingly gentle while handling the ducklings, holding them securely in their hands. They show their excellent awareness of what the ducklings need to thrive and grow. For example, children recognise when the water bowl needs refreshing and independently change the water without being asked. Staff build on these experiences skilfully. They encourage children to explore and feel the now clean duck eggshells to develop their understanding of life cycles.
- Staff are very intuitive and quickly build on children's emerging play. For example, they provide a small tub of water to satisfy younger children's curiosity and interest in playing with small colourful ducks. Staff display exceptional confidence in their teaching skills. They know when to stand back and let children try to work problems out for themselves, but equally when it is the right time to carefully help them finish. Children persevere and continually keep trying when they find activities, such as puzzles, challenging. They take the pieces out and repeat until the picture is complete. Proud smiles and exclamations of 'it's

done' alert staff to their achievements, which they celebrate with children.

- The quality of education is outstanding. The management team is exceptionally strong and focused. They seamlessly support staff to combine the ethos of Montessori with an ambitious curriculum to help all children make exceptional levels of progress. The manager follows safer recruitment practices to help ensure that all staff are suitable for the role. Staff have frequent opportunities to meet with the manager to discuss their practice and identify any training needs.
- Staff morale is exceedingly good. They communicate effectively with each other and continually role model exceptional manners and social interactions. Children enjoy sitting with staff to eat together at mealtimes, calling to the manager to sit with them at their table. Staff's welfare and well-being are a high priority. The manager plans little surprises for the staff and ensures the biscuit tin is always full.
- Children with special educational needs and/or disabilities receive excellent levels of support. Staff meet with professionals, such as special educational needs coordinators and the local authority, who work alongside parents to support children.
- The nursery opened at the start of the COVID-19 national pandemic. The manager has already developed close relationships with the local school teachers. She is excited about the opportunities that lie ahead to help children move smoothly from nursery to school.
- Children have lots of opportunities to make choices. For example, they choose which fruit and vegetables to have for snack. Children learn to prepare healthy snacks, such as pomegranate and colourful peppers. Daily nutritious, home-cooked meals further help to support children's health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have an excellent knowledge of child protection. They understand the signs and symptoms that could indicate that children are at risk of harm or abuse and what they must do in the event of any concerns. Staff remain vigilant and keep their training up to date. This helps to ensure that they are well informed of wider safeguarding matters, such as the risks posed to children from grooming and extremism. They know where to find documentation to record any concerns and which statutory authority to call to share information to help protect children.

## Setting details

<b>Unique reference number</b>	2615553
<b>Local authority</b>	Essex
<b>Inspection number</b>	10237170
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Bardfield Montessori Day Nursery Ltd
<b>Registered person unique reference number</b>	2615552
<b>Telephone number</b>	07930863221
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bardfield Montessori Day Nursery registered in 2020. The setting operates Monday to Friday for 51 weeks of the year from 7.30am to 6pm. There are 14 members of staff, of whom 10 hold relevant early years qualifications at level 3 and above. One member of staff holds qualified teacher status. The setting provides free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Sue Buckingham

## 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 viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 manager provided the inspector with written testimonials from parents, which the inspector took into account.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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