

Inspection of Egg Day Nursery At The Magic Tower Montessori

Clanville Road, Andover SP11 0QB

Inspection date: 7 March 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children make exceptional progress in this welcoming and wholly inclusive nursery. They show high levels of enthusiasm and are exceptionally keen learners. Children's exemplary behaviour is reflected in their positive attitude towards learning and the thoughtful way they treat their friends. They listen carefully to adults' instructions, show determination to succeed and persevere at tasks they find difficult. Children act with consideration at all times, showing high levels of respect and personal independence. For example, they sweep the floors and set the table before lunch and take responsibility to wash up their plates.

Well-qualified and experienced staff have high expectations of all children and teach with passion, energy and purpose. Children are confident, skilful mathematicians and complete simple calculations with ease. Older children learn about the sounds that letters make and identify these with confidence, for example when sounding out the letters in their friends' names. They develop expert knowledge in topics that interest them and enjoy sharing their knowledge with others. For example, children learn about endangered animals and write letters to a penguin they have adopted at a local zoo.

Younger children use their vivid imagination and growing vocabulary to predict what happens next in a favourite story. They express themselves, confidently using an impressive range of words and speak with increasing confidence and fluency. For example, children impressively show their understanding that the author of the book is the person who wrote the story. Children gain an excellent awareness of their place in the community, for example through writing letters to residents of a local care home.

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

- Children in receipt of additional funding and those with special educational needs and/or disabilities are supported to reach their full potential. Staff working with these children have an exceptional understanding of meeting their individual learning needs. Children's progress is expertly monitored, and rapid referrals are initiated to ensure timely referrals and support.
- The innovative and extensive curriculum promotes all aspects of literacy and numeracy extremely well. Staff know what to teach children and the order in which it should be taught. They shape activities expertly, giving children clear direction and precise explanations to check their understanding. Staff introduce new learning when children confidently show they remember previous knowledge. Children rapidly gain a wide range of skills in readiness for their next stage in education.
- Children flourish through the secure emotional attachments which are

established with nurturing staff. Staff sensitively and thoughtfully support children's understanding of what makes them and others unique. Children gain a good insight into the cultural heritage of their friends, as staff invite parents and carers into the setting to share family celebrations. High priority is given to children's supporting emotional well-being and meeting their health needs.

- Children are well prepared for life in modern Britain. They know that their views matter and are acted upon. For example, the children's council makes decisions about resources to be set out daily. Children learn about democracy, for example through voting for snack, and show a mature understanding when their choice does not win.
- Children benefit greatly from play outdoors in the well-resourced outdoor forest school area. Uninterrupted, they independently explore and problem-solve, becoming deeply engaged as they lead their own learning through the process of self-discovery. For example, children work out why a sieve won't hold the water. They conclude that they need a new container as they observe the water coming through the holes.
- The capable and experienced manager leads a dynamic team of dedicated and caring staff. High priority is placed on supporting staff's professional development, including developing their strong subject knowledge of the areas they teach. Staff report positively on their workload and benefit from focused support to improve their personal effectiveness.
- Leaders have a clear vision and accurate understanding of the curriculum priorities. For example, a comparison of children's progress and levels of engagement led to a curriculum focus on 'motivating boys'. Leaders utilised the specialist skills of an in-house qualified teacher to refocus the curriculum more precisely. Boys are observed to become deeply engrossed in play on arrival and remain focused throughout the day.
- Highly effective information sharing supports parents and carers to become confident in continuing their children's learning at home. Parents comment positively on their children's experiences and attribute their outstanding progress to the dedication of the staff team in meeting their child's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders diligently keep thorough records of all safeguarding matters. They do not shy away from swiftly sharing information or challenging other agencies and professionals when a child might be at risk. Leaders keep up to date with safeguarding priorities locally and nationally, training staff in a wide range of safeguarding matters. All staff show a strong knowledge of child protection issues and are uncompromising in their responsibility to keep children safe. Robust recruitment procedures and regular suitability checks ensure that all staff are suitable to work with children. Excellent attention is given to teaching children about keeping themselves safe. For example, they learn about using the internet safely.

Setting details

Unique reference number	EY549891
Local authority	Hampshire
Inspection number	10126989
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	40
Number of children on roll	65
Name of registered person	Egg Childcare Limited
Registered person unique reference number	RP901396
Telephone number	01264771155
Date of previous inspection	Not applicable

Information about this early years setting

Egg Day Nursery at the Magic Tower Montessori registered in 2017 and is one three settings owned by the same childcare provider. It is located in a converted school close to Andover, Hampshire and follows a Montessori ethos. The nursery opens five days a week during term time from 8am to 4pm. It cares for children aged between two and five years. There are 11 staff working with the children. Of these, nine hold early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melissa Cox

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 and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- 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 and the inspector carried out a joint observation of a story time activity with younger children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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