

Faith Nursery Brandshatch Park (Branch of Faith Montessori Nursery Ltd)

Unique reference number (URN): 2813554

Address: Faith Nursery Brandshatch Park, 100 Brandshatch Park, Scratchers Lane, Longfield, Kent, DA3 8PU

Type: Childcare on non-domestic premises

Registered with Ofsted: 31/10/2024

Registers: EYR, CCR, VCR

Registered person: Faith Montessori Nursery Ltd

Inspection report: 5 August 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard 

Children make sustained progress from their individual starting points and develop secure knowledge and skills across the areas of learning. Babies become confident explorers, communicate increasingly effectively, and develop the physical skills they need to move purposefully and make choices during play. Toddlers use their growing language confidently to communicate with others and develop secure social skills. They successfully apply their emerging mathematical and scientific understanding as they explore, compare and investigate.

Older children confidently recall and apply what they have learned. They count and compare quantities, recognise and explain how colours change when mixed and confidently describe what plants need to grow. They develop high levels of independence, form positive friendships and confidently express and develop their own ideas.

Children with special educational needs and/or disabilities, and those who face barriers to learning, make particularly good progress from their starting points. For example, children who previously needed significant support with their physical development become increasingly mobile and confident. Others make notable gains in engaging with sensory experiences, interacting with peers and communicating their needs. Consequently, children develop the knowledge, confidence and independence they need for their next stage of learning.

Behaviour, attitudes and establishing routines

Strong standard 

Staff establish consistently high expectations for children's behaviour through calm and respectful interactions, and by modelling kindness throughout the day. This is highly effective in helping children understand how to behave towards others. Children respond positively to gentle reminders, take turns and understand how their actions affect others

increasingly well. They develop warm friendships, confidently seek-out others to play with and show consideration for their friends. During shared play, children cooperate successfully, negotiate turns and help one another to overcome difficulties.

Staff successfully foster children's curiosity, concentration and perseverance by giving them time to explore their ideas and encouraging them to work through challenges. Children remain deeply engaged in experiences for sustained periods, investigate their ideas and persist when they encounter difficulties. Staff encourage children to solve everyday problems for themselves, rather than immediately intervening. As a result, children become increasingly confident in managing difficulties independently and show pride when they succeed. They readily revisit experiences, share their ideas and enthusiastically involve others in their learning.

Staff establish clear and consistent routines that help children understand what is expected of them and take increasing responsibility for themselves. Children confidently access resources, help to tidy away and manage aspects of their own care. For example, staff use a familiar song as children walk downstairs, to reinforce the importance of holding the banister and moving safely. Children enthusiastically join in and follow the routine confidently. Staff consistently recognise children's positive behaviour, helping them to understand expectations and take increasing responsibility for their actions.

Children's welfare and wellbeing

Strong standard ●

Staff promote children's welfare and wellbeing highly effectively through warm, responsive relationships and a secure understanding of each child's individual needs. They know children's routines and preferences well, and they respond sensitively when children need reassurance. Staff listen carefully to children and respect their boundaries. As a result, children feel emotionally secure, develop a clear sense of belonging and confidently seek support when they need it.

Staff successfully promote healthy habits, while encouraging children to become increasingly independent in managing their personal needs. Children confidently access drinking water and tissues, and they benefit from nutritious meals that families value highly. Staff implement safe-eating practices consistently, while giving children appropriate opportunities to manage aspects of mealtimes for themselves.

Staff provide plentiful opportunities for children to be physically active and develop an understanding of how to care for their bodies. Resources such as hats, sunglasses and umbrellas help children learn how to protect themselves in different weather. Through climbing, balancing and energetic play, children develop their strength, coordination and physical confidence. Staff encourage children to persevere with manageable challenges and recognise what they can safely achieve for themselves.

Staff teach children how to keep themselves and others safe through well-established everyday routines. They maintain children's safety through effective risk assessment and daily checks, while ensuring that children continue to experience appropriate challenge and managed risk. Children follow safe practices and respond positively to reminders.

Consequently, they become increasingly confident in recognising risks and managing aspects of their own safety and wellbeing.

Curriculum and teaching

Strong standard 

Leaders have designed an ambitious curriculum that builds progressively from children's individual starting points. For babies, staff prioritise communication and secure relationships through songs, stories and responsive interactions. This helps babies develop early language and communication, while building the confidence to engage with others and explore their surroundings. Staff also provide sensory experiences and plentiful opportunities to move and investigate, supporting babies' developing physical skills. As children develop, staff broaden their experiences across the areas of learning with an increasing emphasis on curiosity and independence.

Staff implement the curriculum skilfully through purposeful interactions and planned experiences. They recognise opportunities that emerge during children's play to deepen learning. For example, when children begin dropping different objects into water, staff build on their curiosity and introduce the concepts of sinking and floating. Children explore freely, while staff model language, ask thoughtful questions and give them time to investigate.

Staff introduce increasingly ambitious concepts and vocabulary as children's understanding develops. During an investigation into growing plants, older children recall what plants need to survive, compare healthy and dry plants and explain their ideas. Staff extend their understanding through words and concepts, such as, 'nutrients', 'carbon dioxide', 'oxygen' and 'observe'. Children repeat new vocabulary, connect it to previous learning and use their developing knowledge to explain what they notice. Staff know children's interests, development and next steps well, adapting experiences while maintaining ambitious expectations.

Inclusion

Strong standard 

Leaders have established a highly inclusive culture where ambitious expectations are maintained for every child. Staff know children and families well, and identify children's emerging needs promptly through observation, assessment and close partnership with parents. Leaders work effectively with a wide range of external professionals and use their advice to shape individual plans and strategies. Support is regularly reviewed and refined as children's needs and abilities change.

Children who need additional support benefit from highly personalised approaches that enable them to participate successfully alongside their peers. For example, staff recognise when sensory experiences or noise become overwhelming for children, and adapt the environment and their interactions sensitively. They gradually support children to spend more time alongside others, while using familiar books, photographs and individual routines to provide security. As a result, children increasingly engage in experiences they previously avoided, interact with others and grow in confidence.

Leaders use additional funding thoughtfully to remove individual barriers to children's learning and participation. Specialist sensory and cause-and-effect resources, alongside targeted experiences, help children to engage more readily, sustain their interest and

develop skills that are closely matched to their individual needs. Additional support enables children to access their surroundings safely and participate fully in the experiences available. Staff work closely with families and specialists to evaluate the difference this support makes. Consequently, children with special educational needs and/or disabilities, and those who face other barriers, make sustained progress from their individual starting points.

Leadership and governance

Strong standard 

Leaders are ambitious for children and have established a clear vision in which children are supported to achieve, belong and thrive. They know the setting well and use regular monitoring, supervision and professional discussion to evaluate practice and identify priorities for further development. Leaders maintain high expectations for staff and ensure that improvement is focused on making a positive difference to children's experiences and outcomes.

Professional development is purposeful and responsive to the needs of children. For example, staff participating in the 'Maths Champion' programme have become increasingly confident in recognising and extending mathematical learning throughout the day. As a result, children increasingly explore number, shape, pattern and problem-solving with confidence. Specialist training also strengthens staff's confidence in meeting children's individual needs, including those of babies and children with special educational needs and/or disabilities.

Leaders prioritise staff wellbeing and create a supportive culture where staff feel able to seek help. Regular supervision and appraisal meetings provide opportunities to discuss professional development and any barriers to effective practice. Leaders respond sensitively when staff experience personal difficulties and make practical adjustments when needed. Consequently, staff feel valued and confident in their roles, and their workload remains manageable. Effective partnerships with families and other services that support children further strengthen the support that children receive.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children thrive in this warm and welcoming setting, where they develop secure relationships with staff who know them well. Babies confidently return to familiar staff for reassurance before continuing their exploration, while older children eagerly seek out their friends and involve staff in their play. The effective key-person system helps children build secure, trusting relationships and ensures that their individual preferences and needs are well understood. Children are treated with kindness and respect, helping them to feel safe, valued and confident to explore.

Children are curious and enthusiastic learners. They investigate, experiment and confidently share their ideas. For example, children enthusiastically harvest vegetables they have grown, counting and comparing what they collect, and discussing the size and weight of their produce. Younger children eagerly explore sensory experiences and use books alongside their play to investigate the creatures they discover. Children enjoy plentiful opportunities to be physically active outdoors. They climb, balance and negotiate obstacle courses, developing confidence as they learn to assess appropriate risks. They proudly celebrate their achievements and persevere when things are difficult. Staff value children's ideas and give them time to explore their interests, helping them to become increasingly confident and resilient learners.

Children develop positive friendships and learn to cooperate, take turns and show consideration for others. They enjoy imaginative play together, sing and share stories, and confidently involve others in their ideas. Children become highly independent as they make choices, access drinking water and tissues, serve themselves at mealtimes and learn to solve everyday problems for themselves. Staff make thoughtful changes so that children

who need additional support can participate successfully alongside their peers. Families value the progress their children make and the close relationships they develop with staff. Regular attendance is promoted effectively so that children benefit fully from the experiences available to them. Children make sustained progress from their individual starting points and develop the confidence, knowledge and skills that prepare them well for the next stage of their education.

Next steps

- Leaders should continue to embed learning from the 'Maths Champion' programme to further strengthen opportunities for children to develop and apply their mathematical knowledge to even higher levels.
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About this inspection

The inspector spoke with leaders, practitioners and children during the inspection.

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.

Inspector:

Lauren Mills

About this setting

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Longfield
Kent
DA3 8PU

Type: Childcare on non-domestic premises

Registration date: 31/10/2024

Registered person: Faith Montessori Nursery Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 18:30

Local authority: Kent

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 5 August 2026

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

180

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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