

Young Leaders Montessori Casa

Unique reference number (URN): 2768574

Address: Abinger Hammer Village Hall, Felday Road, Abinger Hammer, Dorking, RH5 6QX

Type: Childcare on non-domestic premises

Registered with Ofsted: 31/01/2024

Registers: EYR

Registered person: Montessori Leaders Surrey Ltd

Inspection report: 10 July 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 are consistently engaged in learning across the pre-school. They count with enthusiasm as they match the number of teddy bears to written numbers. Children enjoy learning about topics such as life cycles. They are confident communicators who explain the different parts of a bee's body, including children who speak English as an additional language. Children have an excellent understanding of the world around them and nature. They talk about places of interest in their local community and show a real sense of belonging. Children are confident in their physical abilities. They develop their balance and core muscles as they learn to ride bikes. Children are highly independent. They place their belongings away and are proud of their pictures of bees they have created. Children have plenty of time at mealtimes. They choose from an array of snacks and talk with their friends about the different activities they have experienced. All children are very well prepared for their eventual move to school.

Behaviour, attitudes and establishing routines

Strong standard ●

Staff demonstrate highly caring and respectful attitudes towards children. They develop close relationships with them. Children show an eagerness to take part in the typically well-planned activities from a young age. Staff have very high expectations of children's abilities. They guide children and teach them how to care for their friends and the world around them. Staff encourage children to share, take turns and cooperate during play and group activities. Children listen attentively, follow instructions and remain engaged for sustained periods. Staff regularly arrange daily walks in the forest and local village. This helps children to develop their social skills and understand the community in which they live.

Staff teach children about their emotions through daily interactions and the use of stories. Staff support children who may face barriers to learning by using visual prompts. This helps children learn the well-established routines of the pre-school from the outset. These routines help children to feel settled and know what to expect next. Leaders and staff place a strong emphasis on promoting regular attendance. They work closely with families to highlight its importance, ensuring children consistently benefit from the rich learning opportunities available.

Children's welfare and wellbeing

Strong standard ●

Children's welfare and wellbeing are at the heart of staff's practice. Staff create a calm and welcoming nursery through their nurturing and consistent approach. They are highly attentive and responsive to children's emotional needs, helping them to feel safe and valued. Leaders carefully plan settling-in sessions to help children develop their relationship with their key person. As a result, children develop strong relationships with staff, including children with barriers to their learning. This helps staff to truly know the children and their families.

Staff are attuned to children's interests and encourage them to explore, make choices and engage fully in their learning. As a result, children are happy, secure and motivated to take part in activities. Staff consistently teach children how to keep themselves safe. For example, older children remind younger children to get their sun hats in hotter weather.

Staff sit with children at mealtimes and create a homely environment. They strive to make this a meaningful part of the day. Staff promote healthy eating habits by encouraging children to try a variety of foods and to eat at a relaxed pace. This approach supports children to develop positive attitudes towards food and their health.

Inclusion

Strong standard ●

Leaders and staff know the children and families that they care for very well. From the outset, they work extremely closely with parents to help them swiftly identify children with special educational needs and/or disabilities (SEND), as well as those who face any barriers to their learning, such as speaking English as an additional language. As such, staff create precise support plans targeting children's individual needs. This ensures children receive highly effective and consistent support to gain the skills they need for later life.

Leaders are highly committed to providing an inclusive learning environment for all children. They furthered their knowledge on how to support children with SEND through precise training. For example, leaders have completed a level 3 qualification so that they have an expert understanding of how to work with experts and professionals to gain precise strategies that specifically support children with SEND. Leaders successfully ensure that any statutory funding is applied for, enabling children with SEND to receive the right support in readiness for their eventual move to school.

Parents are very complimentary about the leaders and staff. They highlight the adaptations staff have made to help their children's communication and language skills, in particular children who speak English as an additional language. This helps all children in readiness for their transition to school.

Expected standard ●

Curriculum and teaching

Expected standard ●

Leaders have designed an ambitious curriculum. It is sequenced to provide children with the skills they need to succeed and be ready for their eventual move to school. Staff support all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, to access the well-sequenced curriculum. Staff work with parents and external professionals, where necessary, to adapt support and help children engage in learning. Typically, activities are well planned, with careful consideration given to children's individual interests, needs and next steps. However, staff sometimes focus on older children rather than consistently adapting their interactions for younger children to build on what they already know and can do. That said, this does not have an overall impact on children's achievement through the curriculum.

Staff focus on children's communication and language development and use meaningful interactions to extend children's learning effectively. Children learn new vocabulary, such as the body parts of bees. They listen attentively to staff as they read both fiction and non-fiction books. Staff weave opportunities for children to develop their early mathematical skills into all aspects of learning. Children count with purpose and recognise numerals in their activities.

Leadership and governance

Expected standard 

Leaders are highly reflective and generally have a detailed understanding of the pre-school. They strive to ensure that the pre-school is continually improved. Leaders and staff continue to upskill and develop their qualifications. For instance, leaders and staff have gained early years teacher status. This has helped them to support staff to typically implement an effective curriculum.

Staff continue to strengthen their knowledge through targeted professional development, particularly to support children with special educational needs and/or disabilities. This helps staff to plan targeted support precisely, ensuring children make rapid progress in their learning and development. Leaders know how to allocate funding effectively, including the early years pupil premium. They know how to tailor this to the needs of children and their families. However, although training is effective, staff do not always adapt their teaching precisely enough.

Parent partnerships are a key strength of the pre-school. Staff consistently share information about children's development and ideas for continuing learning at home. This provides continuity in children's learning at home and at the setting. Parents particularly comment on their children's confidence and language skills. Leaders extend children's experiences by inviting experts into the pre-school to show them real artefacts linked to life cycles.

Staff report feeling very well supported in their roles. Leaders continually consider their workload. For instance, staff who are completing qualifications feel supported, and staff retention is high. Leaders have an open-door policy, along with regular supervision. This is reflected in the positive working culture.

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

Children thrive in this highly ambitious pre-school. They settle quickly into the well-sequenced learning opportunities within the curriculum. Staff know the children and their

families very well. For instance, children learn to care for the chosen doll or teddy bear they have brought in from home. They concentrate as they fasten sustainable cloth nappies to their toys. They are gentle and wrap their toys in blankets, following the warm and nurturing interactions modelled by staff. This helps children with younger siblings learn about the care needs of others. Furthermore, older children learn about sustainability as they develop an understanding of the importance of caring for the world around them.

Children show a great knowledge of nature. They tiptoe with staff as they search for bees in the outdoor environment and use factual literature to help them learn about different species of bees. Children talk with joy as they taste locally produced honey after touching beeswax from a hive. Staff help children celebrate where they live as they talk about places of interest they have visited, such as Gomshall Mill.

Leaders extend children's experiences by inviting experts into the pre-school to show them real artefacts linked to life cycles. Children are highly engaged as they observe and count how many teeth different species of animals have. They learn about the importance of oral hygiene and know to wash their hands before mealtimes. This helps children develop healthy habits for later life.

Children show strong physical development as they learn to ride bikes in the large garden. They know how to keep themselves safe by wearing helmets. Children are very kind. They offer their friends turns on the bikes without prompting. Older children show care for younger children as they remind them to wear sun cream and put on their hats during the summer months.

Children's communication and language skills are highly effective, including those of children who speak English as an additional language. They are articulate and learn through staff narration during play, story sessions and planned activities. Children sing in French as they perform the actions to 'Head, Shoulders, Knees and Toes'. Staff have very high expectations of children's vocabulary and language development and place this at the forefront of the curriculum.

Next steps

- Leaders should continue to coach and mentor staff to consistently adapt their interactions to support younger children in their learning and development.

About this inspection

The inspector spoke with leaders, staff, children and parents 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:

Kelly Lane

About this setting

Unique reference number (URN): 2768574

Address:

Abinger Hammer Village Hall
Felday Road, Abinger Hammer
Dorking
RH5 6QX

Type: Childcare on non-domestic premises

Registration date: 31/01/2024

Registered person: Montessori Leaders Surrey Ltd

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: Surrey

Facts and figures used on inspection

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

 This data is from 10 July 2026

Children numbers

Age range of children at the time of inspection

2 to 4

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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