

# Eilmar Montessori Day Nursery

Sidmouth Drive, Ruislip, Middlesex, HA4 0DA



## Inspection date

Previous inspection date

18 February 2015

3 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff provide a welcoming, inclusive and safe environment for children.
- Staff have a good understanding of children's abilities on entry to nursery. Staff follow effective systems for children's moves through the different age group rooms. This means that staff are able to make purposeful plans for children's learning. As a result children are making good progress.
- Staff offer a broad range of toys, resources and activities for the children. They deploy themselves well, and use positive interaction and teaching skills. Therefore, children engage well in their chosen play. They are motivated to join in and take part.
- Staff promote children's well-being because they supervise children effectively, and help children to be aware of their own safety, health and routines.
- Staff safeguard children effectively. They demonstrate a good understanding of the procedures to follow should they have a concern about a child in their care.
- The management team strive for their continuous improvement. There are well-planned targets to enhance the outcomes for children. These include plans for further outdoor learning experiences.

### It is not yet outstanding because:

- Older children have fewer opportunities to extend role play activities, indoors and outdoors to create, invent and use their imaginations of the wider world.
- Staff missed opportunities to make best use of lunchtime routines for two-year old children to extend their learning.

## **What the setting needs to do to improve further**

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

- encourage older children's experiences indoors and outdoors, to promote their opportunities to invent and create imaginary play using their understanding of the wider world
- enhance lunchtime routines for the 2- and 3-year-old children to incorporate further learning experiences.

## **Inspection activities**

- The inspector observed children playing in the three base rooms and outdoors.
- The inspector spoke to children, parents and staff. She met with the manager.
- The inspector conducted a joint observation with the manager. The inspector also spoke to the room leaders of each base room.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector read and took account of the nursery's last submitted self-evaluation form. She read and took into account feedback from the local authority, and spoke to the manager about the provider's plans for continuous improvement.

## **Inspector**

Aileen Finan

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff promote children's learning very well. They make focussed observations of children's achievements and interests. Staff regularly inform parents of this progress and children's next steps. Children enjoy a broad range of learning activities. Babies explore with balls of different sizes, textures and ones that make different noises. Staff promote children's language well and implement a link between contemporary teaching and Montessori methods. Children talk about the pictures they draw. They enjoy activities that help them compare colours, or what happens when water is added to sand. This helps to develop children's curiosity. However, staff provide fewer resources to help children invent imaginary play indoors and outdoors. Nevertheless, children are motivated to explore and engage in their play. They are well prepared for the next stage of their learning.

### **The contribution of the early years provision to the well-being of children is good**

Staff are positive role models, and supportive of children's social development. They help children make choices about their play. Staff promote how children learn about sharing and taking turns. Therefore, children demonstrate consistently good behaviour. Staff are attentive to children's needs. Babies receive lots of cuddles. All children show they are emotionally secure. Children are cooperative in hand washing routines and content during nappy changes. Older children are confident in their self-care. Children enjoy meals, prepared by the chef in accordance with their weaning, dietary and allergy preferences. Although staff are less proactive to extend learning at lunchtime, all children are offered opportunities to promote their independence. Staff help children to pour drinks, and to serve and feed themselves. Staff provide children with regular opportunities to be outdoors, which means they benefit from plenty of fresh air and physical play.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager leads her team well. She delegates responsibility to room leaders, who also have a secure understanding of the Early Years Foundation Stage. Staff implement policies, procedures and risk assessments to promote children's safety, health and well-being. The manager follows robust practice for the recruitment, induction and supervision of staff. She is therefore confident about the suitability of the staff she employs. Staff are offered training opportunities to extend their professional development. Staff implement this training well in order to enhance the outcomes for the children attending. The manager and her room leaders are consistent in how they monitor the quality of the provision and the consistency for children's learning and assessments. Partnerships with external agencies, such as the local authority and speech and language therapists, are well established. Overall, partnerships with parents are positive.

## Setting details

<b>Unique reference number</b>	EY314710
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	834428
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Swans Day Nurseries Ltd
<b>Date of previous inspection</b>	3 March 2009
<b>Telephone number</b>	01895 635796

Eilmar Montessori Day Nursery is privately owned. The nursery opened originally in 1984 and was re-registered by Swans Day Nurseries in 2005. The nursery operates from a purpose built building in Ruislip Gardens, in the London Borough of Hillingdon. It is open each weekday from 7.30am to 6pm for 50 weeks of the year, closing at Easter and Christmas. There are three base rooms and the nursery takes children from the age of six months. Children have access to outdoor play areas. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery employs 15 staff, including a chef. Of the 14 staff, including the manager who works with the children, two staff hold a degree, two staff are Montessori teachers, five staff hold a level 3 qualification, one holds a level 2 and one a level 1. There are three staff who are unqualified including an apprentice. The other two unqualified staff have over 10 years' experience. The nursery follows the Montessori teaching method.

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