

# Start Right Montessori Nursery School

Christchurch Church Hall, The Green, LONDON, N14 7EG



## Inspection date

Previous inspection date

20 April 2015

8 November 2010

<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

- All staff develop good relationships with children. They treat children with kindness and respect. As a result, children are happy and confident.
- Staff understand how to teach children. They know what children can currently do and follow children's individual interests as they plan for their next stages of learning. Consequently, all children are making good progress in all areas of learning.
- The nursery is a well-resourced and interesting environment. The garden is a particularly thoughtfully equipped and stimulating space. Staff use it well to promote children's exploration and learning across all areas.
- Staff promote children's independence well. This means that all children are developing the skills and confidence they need for when they go to school.
- Staff consistently teach children mathematics, through daily routines and focused activities, and children are making good progress in this area of learning
- Managers successfully incorporate the views of parents and children in development plans. This means that children show high levels of engagement, as they play and learn in an environment that is developed in response to their interests.

### It is not yet outstanding because:

- On occasions, staff do not leave long enough gaps to allow children to think about and answer questions. Therefore, they do not fully promote children's communication and language skills during some conversations.
- Staff do not always encourage children to think about managing their own physical safety. Therefore, they do not consistently promote their self-care skills at such times.

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

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

- ensure all staff leave suitable pauses in conversation, to allow children time to think and answer questions
- strengthen opportunities for children to think about and manage risk for themselves, as is suitable for their ages, in order to enhance their self-care skills.

## **Inspection activities**

- The inspector observed children's activities, and staff interactions with them, in the hall and outside space.
- The inspector spoke to children, parents and staff.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of policies and documents, including children's learning records and staff vetting checks.
- The inspector held a meeting with the manager and the deputy manager.

## **Inspector**

Naomi Hillman

## Inspection findings

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

Staff are enthusiastic and engage well with children. They plan and provide a good mix of structured group times and opportunities for children to lead their own play and learning. As a result, children are motivated and focused learners. Staff use focused activities to help children develop specific skills. For example, they use a sound effects game, where children match sounds and pictures, to develop their concentration and listening skills. In addition, staff use opportunities to teach children during daily routines. For example, they encourage them to count apple pieces and identify named placemats at snack time, to continually help children learn. Therefore, children make good progress and develop the skills they need for school. Key persons work effectively with parents, sharing information about children's learning and development, including at home.

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

The nursery is a calm and friendly environment. Key persons support new children as they get used to the nursery, by staying close and reassuring them. Staff are well organised and promote children's independence well. For example, children are confident to move around and select toys from low shelves, and to change into their slippers as they come in from outside. Staff are good role models, so children behave well and enjoy playing together. Staff talk to children about healthy foods and encourage them to explore and try new foods. They give children good opportunities to be outside and to exercise. They encourage children to develop their physical skills, for example, by climbing and balancing. Staff supervise children closely to ensure their safety.

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

The provider has a good understanding of her responsibilities in meeting the learning and development requirements. She spends the majority of her time working alongside her staff, to ensure all learning experiences are in place to help all children learn. The provider has a strong understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust recruitment and induction processes mean that all staff are vetted to ensure they are suitable to work with children. Effective safeguarding policies are in place, and staff understand and follow these, to promote the safety and welfare of the children. The provider conducts staff supervisions and meets regularly with staff to ensure that she has an overview of all children's progress. She encourages staff to reflect on and develop their practice and to continue their professional development. Good self-evaluation and successful improvements help to promote children's achievements well over time.

## Setting details

<b>Unique reference number</b>	135400
<b>Local authority</b>	Enfield
<b>Inspection number</b>	987786
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	42
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Sussan Shahbaz-Mehr
<b>Date of previous inspection</b>	8 November 2010
<b>Telephone number</b>	020 8292 2745 or mob 079779 00473

Start Right Montessori registered in 2000. It is situated in Southgate, in the London Borough of Enfield. The setting is open on weekdays, from 9am to 3pm, during term times only. There are seven members of staff, one of whom holds Qualified Teacher Status. Another five staff hold appropriate early years qualifications at level 3, or above. The provider receives funding for the provision of free early years education for children aged three and four years. The staff follow the Montessori principles.

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