

# Rosewood Montessori

16 Myrtle Avenue, Ruislip, Middlesex, HA4 8RZ



## Inspection date

3 December 2015

Previous inspection date

27 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The key-person system works effectively and children happily separate from their parents and settle quickly at their chosen activity. Children form positive relationships with the staff and their friends and so feel safe and secure.
- Teaching is strong. Staff have a good understanding of the Early Years Foundation Stage. They provide interesting activities and resources to help children make good progress in relation to their different starting points.
- Staff provide good support for children who are learning English as an additional language so that they catch up.
- Children develop a good understanding of how to keep themselves safe in the setting and beyond. For example, some children remind their friends to put their hands on their laps instead of the floor to prevent accidents.
- Staff promote well children's understanding of diversity around them. Children try different resources to help them learn about their own cultures, other people and their communities.
- Staff warmly engage with parents and keep them fully informed about their children's progress and well-being.
- Managers have high expectations of what children can achieve. They evaluate and monitor the quality of the provision to ensure that all children achieve their potential.

### It is not yet outstanding because:

- Staff do not consistently provide highly challenging activities for all children and there are some missed opportunities to strengthen children's early writing skills.

## What the setting needs to do to improve further

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

- ensure that staff consistently provide highly challenging activities for all children and use every opportunity for children to practise and develop their early writing skills.

### Inspection activities

- The inspector observed activities in all parts of the setting, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the setting's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of the leadership and management is good

Management and staff are fully aware of their responsibility to meet the requirements of the Early Years Foundation Stage. Managers regularly observe the quality of teaching and learning and set targets for staff, to continually improve their skills and to further benefit children's learning and development. They regularly check children's individual records and track the progress of each child. This helps them to address any gaps in learning to ensure that all children achieve well. Safeguarding is effective. The provider conducts the required vetting checks on all staff to ensure that they are suitable to work with children. Staff are familiar with safeguarding issues and know the correct procedures to follow should a welfare concern arise. They attend courses to improve their knowledge and skills. Management and staff seek the views of parents, children and outside professionals to evaluate their practice and to provide good outcomes for all children.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. They provide a good range of exciting activities and resources to promote children's learning. Staff collate information from parents about their child's interests and needs. They use this information, together with their ongoing observations, to support children's learning and development and to provide additional help to narrow any gaps in achievement. Staff provide resources that encourage children to use their imagination freely and to use their language skills. For example, children create their own spaceship from cardboard boxes and they talk about how to travel to the moon. Children have good opportunities to explore the outdoors and learn to observe and care for living things. Staff talk a lot to children, listen to their views and help them to develop their communication, language and emotional skills. Children develop good early skills in mathematics. Older children count and order objects by size and length. They develop the necessary skills to solve problems.

### Personal development, behaviour and welfare are good

The welcoming learning environment and arrangements to care for children fully promote positive relationships between staff and children, and among children themselves. Staff teach children right from wrong; they encourage good manners and positive behaviour. Staff help children to play together and show consideration to one another, to promote their social skills. Children learn to share resources fairly and take turns. They develop independence as they learn to do simple tasks for themselves. Children show good knowledge of how to adopt healthy eating habits. For example, they know fruits are good to eat to keep their bodies healthy and to help them grow. Staff undertake regular risk assessments on outings, premises and resources to keep children safe and secure.

### Outcomes for children are good

Children make good progress and any gaps in learning are closing rapidly. Children are ready for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY268401
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	826671
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Rosewood Montessori Nursery Limited
<b>Date of previous inspection</b>	27 January 2009
<b>Telephone number</b>	0208 8667 653

Rosewood Montessori School registered in 2003. It is located in Ruislip, in the London Borough of Hillingdon. The nursery is open during term time, from 9am to 2.45pm on Monday to Thursday, and from 9am to 12.15pm on Friday. The provider receives funding for the provision of free early education to children aged three and four years. The provider employs 11 members of staff, of whom one holds Qualified Teacher Status. The remaining 10 staff have relevant qualifications ranging from level 2 to level 5. The nursery follows the Montessori ethos.

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