

Dolphin Montessori School

Luther Tyndale Church Hall, Leighton Crescent, London, NW5 2QY



Inspection date

27 January 2016

Previous inspection date

16 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children's behaviour is good. Staff are consistent in their approach. Children understand what is expected of them.
- The nursery staff have built good working partnerships with parents. Parents are fully engaged in their children's learning. Parents are well informed about ways to support their children's learning at home.
- Staff are well qualified and demonstrate a good quality of teaching. Staff have a good understanding of how children learn and develop. Children are motivated and eagerly participate in a variety of activities that captures their interest. Children enjoy bending, stretching and moving like different animals in their calming flexibility classes.
- The key-person system is effective in developing children's positive relationships with staff. Parents report that staff are kind and caring and that their children look forward to attending the nursery.

It is not yet outstanding because:

- The management team has not fully developed a system of assessing and analysing the progress made by different groups of children. Staff do not always have the best possible information available to support even more sharply focused planning.
- Occasionally, staff do not consider adapting the daily routine so that new children are helped to manage change, such as moving from lunch to outdoor play.

What the setting needs to do to improve further

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

- refine the systems used to track the progress being made by specific groups of children, and use the information gained to support even sharper planning for these children
- strengthen the ways new children are supported when moving in between activities during the day.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies, children's learning journeys and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the processes to follow if they have a concern regarding the safety or welfare of a child. They know the procedure to follow if an allegation is made against a member of staff. Staff supervision is very effective. Staff attend training courses to strengthen their own professional development and to benefit the setting's practice. This helps staff to enhance their quality of teaching. This has a positive impact on children's learning. Close partnership with other professionals is well established to support children's individual needs. The management team regularly reviews individual children's learning and progress. Monitoring of the progress made by different groups of children is not as robust to support all children to make the best possible progress. The staff team reflects on the setting's practice. They gather the views of parents, children and staff and incorporate their contributions when implementing or adapting policies and procedures.

Quality of teaching, learning and assessment is good

Children learn to respect and value each other's differences and cultures through the many activities, stories and toys provided for them. Parents lead sessions to share details of their traditional food, dance and festivals with the children. Children bring in souvenirs from their home country to share with each other. These are used in role play in the 'around the world' themed area. Staff offer activities that challenge children's thinking. They ensure activities are differentiated to meet individuals' needs. Children work out the challenge of fitting biscuits onto a tray ready to be cooked. They look at the sizes and rearrange some smaller and larger biscuits to cook together. This learning opportunity is used to strengthen children's mathematical knowledge through counting and shape recognition. Staff accurately record children's achievements and detail their next steps in learning.

Personal development, behaviour and welfare are good

Children are given many opportunities to develop their confidence and independence. For example, they serve themselves at snack time. Children learn about healthy eating through discussion and responding to questions. They are taught to share and take turns with equipment. Children enjoy the regular opportunities to run, climb, slide and walk in their wooded area, and make pies in the mud kitchen outside. This supports them in learning about the benefits of exercise. The nursery has a strong focus on supporting children's language and communication. Children share their experiences from home and holidays with each other. Staff use repetition of words to reinforce new language with younger children. However, younger children are not being supported to move between activities as confidently as they could be.

Outcomes for children are good

Children make good progress based on their starting points. They benefit from specific additional support that is given when any individual gaps in learning are identified. Children are well prepared for their next stage in learning and moving on to school.

Setting details

Unique reference number	100610
Local authority	Camden
Inspection number	1024301
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	25
Name of provider	Carole Limtouch
Date of previous inspection	16 May 2012
Telephone number	020 7267 3994

Dolphin Montessori School was registered in 1989. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one at level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for three- and four-year-old children.

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