

Ladybird Montessori School

224 The Scout Hall, Sheldon Avenue, LONDON, N6 4ND



Inspection date

5 February 2016

Previous inspection date

19 May 2010

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

- The atmosphere in the school is calm. All children engage well in meaningful and challenging activities. Children's independence is well promoted. They freely explore their surroundings and learn through fun and exciting experiences.
- Children form very positive relationships with all staff. Staff know children very well and know when and when not to intervene to avoid interrupting children's play and learning.
- Children are motivated, active learners who are eager to participate in activities. Staff use a variety of effective methods to support all children's communication and language skills.
- Children behave well. Managers and staff have consistent expectations and give children clear praise for positive behaviour. Children respect each other, play harmoniously together, take turns and share.
- Management uses robust recruitment procedures to employ staff. They strive to ensure the continued suitability of all staff through regular meetings and appraisals.

It is not yet outstanding because:

- Staff do not use robust monitoring systems to precisely track children's progress.
- Although staff regularly engage and share information with parents, they do not always use their views, or those of the children when evaluating the provision.

What the setting needs to do to improve further

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

- track children's progress more effectively to help close any gaps in their learning more quickly
- seek and include the views of parents and children so they consistently contribute to the self-evaluation process.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to staff about how they plan, monitor and support children's learning and how they assess the effectiveness of these plans.
- The inspector undertook a joint observation with the manager.
- The inspector talked with a number of parents and took account of their views.
- The inspector spoke directly with children and asked them what they enjoyed doing at their school.
- The inspector reviewed a range of documentation, including children's progress records and staff's files, including their suitability checks.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are trained in safeguarding. This helps to ensure that staff have the knowledge they need to keep children safe from harm. The staff team displays a wide range of complementary skills. The manager uses this information to assign them to specific areas and activities within the school. As a result, children benefit from skilled staff who plan exciting and challenging learning experiences. Staff value a meaningful two-way flow of communication with parents. They take into account their ideas and suggestions, and act on them to bring about improvements. The parents are happy and children benefit from the quality provision. The manager and staff meet regularly to share ideas to improve practice across all areas.

Quality of teaching, learning and assessment is good

Staff support children's learning well. They have an accurate understanding of when to intervene to promote learning and when to let children explore independently. As a result, children choose to engage in their own activities that promote learning in all areas. Children help themselves to a wide range of accessible resources and activities. They show excellent levels of concentration while completing a puzzle. Small-group time provides opportunities for children to listen, share, wait and take turns. Children actively explore the environment and show a keen interest in construction where they enjoy creating and developing their own ideas. For example, children build high towers with large wooden blocks, finding the correct size and shape to ensure the balance and stability of their construction. Young toddlers show great listening and attention skills as they bring their favourite story to life through physical movement. Staff use every opportunity to promote and extend learning.

Personal development, behaviour and welfare are good

Children's independence is developing well. Staff are good role models and manage children's behaviour well. The staff raise their hands in the air to show children it is time for listening. They use this technique to get children's attention before changes in planned daily routines, such as when it is time to tidy up. This allows children time to finish their play and then eagerly join in with the tidying up. Children are encouraged to consider the feelings of others. Staff promote healthy lifestyles and children have ample opportunity to engage in exercise. They have regular access to the outdoor play space where they can move around within a larger space. Children enjoy a wide range of healthy snacks. Staff value children's safety and this is consistently promoted throughout the day. As a result, children are confident to take and manage risks appropriate to their age and thoroughly enjoy exploring.

Outcomes for children are good

All children make good progress from their individual starting points. Children develop a positive attitude towards learning and are well prepared for the next stage of their learning and their eventual move to school.

Setting details

Unique reference number	140432
Local authority	Haringey
Inspection number	1024346
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	11
Name of provider	Niclar Limited
Date of previous inspection	19 May 2010
Telephone number	0207 586 0740

Ladybird Montessori School was registered in 1990. It is situated in a residential area in Highgate, in the London Borough of Haringey. The school is open Monday to Friday from 9.30am to 12.30pm during term time only. The school employs five permanent members of staff working with the children. All of these hold appropriate early years childcare and Montessori qualifications. The school follows the Montessori philosophy of education.

This inspection was carried out by Ofsted 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.

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