

Apple Montessori @ West Ealing

Trailfinders Sports, Vallis Way, London, W13 0DD



Inspection date

8 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some staff do not effectively support children's learning and progress. Some activities are not delivered sufficiently well as staff are not always effectively deployed to support and maximise children's involvement.
- Although there is a good range of equipment, some resources, including tools for writing, are not always accessible to the children. This hinders children's spontaneous play and learning experiences.
- The provider has made changes to the premises used for the purpose of child care without making a prior notification to Ofsted. However, children's well-being is promoted because staff are aware of their responsibilities to keep children safe.
- Leaders do not monitor all aspects of staff performance. This means some weaknesses in the rigour of planning children's next steps in learning are not always identified.

It has the following strengths

- Children are learning about the importance of a healthy and balanced diet. They are provided with a variety of fresh fruits and freshly cooked meals.
- Partnerships with parents are well established. There are daily opportunities to share information. Parents who spoke to the inspector say they are happy with the care their children receive.
- Staff provide good role models to the children. They are warm, caring and attentive to children's emotional well-being. This helps children to settle and become confident.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure all staff regularly review children's progress and accurately identify children's next steps in learning	25/03/2016
■ support children's opportunities to lead their own play and explore their interests by ensuring they are provided with the resources to enable them to do so	25/03/2016
■ make sure all staff receive effective supervision, training and continuous professional development to promote consistency in effective learning for all children.	11/04/2016

Inspection activities

- The inspector observed the quality of teaching and children's learning during indoor and outdoor activities.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents, children, staff and managers at appropriate times during the inspection to gain their views.
- The inspector looked at a range of relevant documentation, including staff suitability records, children's records, observations and assessments about children's learning and policies and procedures.
- The inspector held a meeting with the provider and the manager.

Inspector

Gillian Karen Joseph

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff know the procedures to follow if they have concerns about the safety and welfare of a child. The provider has started to evaluate the quality of practice overall. She has reviewed, and is improving the management structure. However, the provider has not yet fully clarified all roles and responsibilities to ensure effective monitoring of staff practice, including the quality of teaching. For example, leaders and managers are at an early stage of introducing staff observations and supervision. As a result, some omissions by staff to clearly identify children's next steps in learning have not been picked up quickly enough. The provider has made changes to the premises. She has completed an assessment in relation to this change and systems are in place to effectively review how the premises are used. However, this process was in breach of registration requirements because the provider did not notify Ofsted in advance of the changes.

Quality of teaching, learning and assessment requires improvement

The quality of teaching across the nursery varies. Some staff are perceptive, quickly respond to children's interests and create exciting opportunities for learning. For example, when children play with dinosaurs in the sand pit, staff make up exciting stories. This encourages the children to join in and develop their language and imaginative skills. They then continue this imaginative play independently. Children also have opportunities to learn about many different musical instruments during planned activities. However, some activities are not well organised. Children's opportunities to practice early writing skills can be hindered because equipment to support children are not always readily available. In addition, staff are not always deployed effectively so they can make the most of opportunities to support children's involvement in some activities.

Personal development, behaviour and welfare require improvement

Parents comment that their children are happy at the nursery and that staff are warm and caring. Although all children are assigned a key person, sometimes they are not fully involved when children are settling or moving from another nursery. Therefore, they may not always be aware of certain aspects of the child's individuality. Children form friendships and learn to take turns. Staff help children to become independent. They encourage children to serve their own lunch and to empty their plates when they have finished eating. Children wash their hands before meal times and clean their faces after eating. Overall children behave well. Staff use cards that show different emotions to help children with more challenging behaviours effectively identify and express their feelings.

Outcomes for children require improvement

Most children are working within the range of development typical for their age. However, staff do not always act swiftly to obtain all the necessary assessment information when children move between nurseries. Additionally, staff sometimes do not identify children's next steps for learning promptly enough. Therefore, progress for all children is not as good as it could be. Children are becoming independent and gaining the personal care skills in readiness for transition to school.

Setting details

Unique reference number	EY484081
Local authority	Ealing
Inspection number	1045188
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	20
Number of children on roll	17
Name of provider	Helena Catherine Patterson
Date of previous inspection	Not applicable
Telephone number	07852505048

Apple Montessori School registered in 2014. It is situated in West Ealing, London. It operates from a single storey building within the grounds of Trailfinders Sports Club. There are two base rooms and an outdoor play space. The nursery offers the Montessori approach in conjunction with non-prescriptive play and learning experiences. The nursery opens for 50 weeks a year from 7.30am to 6.30pm every week day with the exception of bank holidays. There are six members of staff, four of whom hold an early years qualification.

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