

Halfmoon Montessori Nursery

Methodist Church Hall, 155 Half Moon Lane, London, SE24 9HU



Inspection date	12 May 2016
Previous inspection date	23 May 2011

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

Summary of key findings for parents

This provision is outstanding

- The manager is an experienced teacher who leads a dedicated, knowledgeable and well-qualified staff team. The staff are passionate about what they do and work together highly efficiently. All staff share the manager's vision, ethos and values, and strive to provide the highest possible quality of care and education for every child. This helps all children make excellent progress.
- The environment for learning is rich, vibrant and magical for children. They enthusiastically explore and investigate the interesting spaces, lead their own play and use resources imaginatively.
- Children's behaviour is outstanding. They understand and follow rules, routines and boundaries. Staff have a gentle and consistent approach to promoting a positive working environment and the setting is calm and highly conducive to learning.
- Partnerships with professionals, schools and settings are highly effective and well established. Cooperative working, excellent communication and information sharing help ensure that children's needs are extremely well promoted as they move between learning environments.
- Children are clearly extremely happy and they cheerfully greet staff and their friends as they arrive in the setting. They form very strong emotional bonds with staff and feel safe, secure and ready to learn.
- Partnerships with parents are excellent. Parents value staff highly and are very proud of the setting. They feel extremely well informed and deeply involved in their children's learning.

What the setting needs to do to improve further

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

- review the implementation of the planned changes to the monitoring of children's progress and evaluate the impact of this on children's learning.

Inspection activities

- The inspector had a tour of the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation, including children's records, training records, health and safety policies and procedures, risk assessments, qualifications and evidence of suitability checks.
- The inspector spoke to the manager, staff, children and parents during the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager recruits and retains extremely qualified and experienced staff. Procedures for induction, supervision sessions and professional development are exceptionally sharply focused and improve outcomes for all children. Highly effective evaluation systems involving parents, children and staff are precisely targeted and lead to continuous improvement. The manager is constantly seeking ways to develop the already excellent practice. For example, she is keen to review whether children's attainment data can be used even more effectively. The arrangements for safeguarding are effective. The whole staff team focuses their efforts on helping to ensure that children are safe, and demonstrates a deep understanding of its safeguarding responsibilities. Staff plan exciting and practical activities, such as a visit from local firefighters to help children understand the dangers of fire.

Quality of teaching, learning and assessment is outstanding

Teaching across the setting is outstanding. Staff know the children in their care extremely well. They expertly plan activities and experiences to meet their needs and learning styles. Furthermore, they often take children out of the setting to celebrate and embrace learning in the local area. Staff skilfully nurture children's interests. For example, when children brim with excitement at catching ladybirds, staff seize the opportunity to extend their understanding. They talk about habitats, life cycles, what sustains life and how to look after living creatures. This helps children develop empathy and make sense of the natural world around them and they are fascinated. Staff use descriptive and often complex vocabulary. They encourage children to express themselves verbally, share their ideas, explain their reasoning and solve problems. Children become excellent and eloquent communicators. Children who have special educational needs or disability are expertly supported and interventions are precisely focused and swift.

Personal development, behaviour and welfare are outstanding

The environment for learning promotes awe and wonder. Children independently access an extensive selection of high-quality resources, tools, toys, books and equipment, inside and outdoors. They are enthusiastic gardeners and grow a range of interesting vegetables and fruits in their well kept allotment area. This has had an extremely positive impact on children's learning and has helped them to understand healthy lifestyle choices. Children are extremely keen to sample the produce they grow. Staff celebrate each child's uniqueness and individual successes. This helps children value each other's achievements and recognise that they can excel in many different ways.

Outcomes for children are outstanding

All children, including those in receipt of funding, make excellent progress from their starting points. They are enthusiastic learners who are extremely keen to try new experiences and challenges. They engage with their peers and develop strong, lasting friendships. Children develop an understanding of pride and interest in their local community. They are extremely well supported and well prepared to start school.

Setting details

Unique reference number	EY251250
Local authority	Southwark
Inspection number	1040332
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	54
Number of children on roll	86
Name of provider	Aisling Marion Meehan
Date of previous inspection	23 May 2011
Telephone number	020 73265300

Halfmoon Montessori Nursery is privately owned and was registered in 1993. The setting follows the Maria Montessori ethos of education. It operates from 8.35am to 3pm, Monday to Friday, during term time. The setting owner is also the manager and a qualified teacher. There are 12 other members of staff. Of these, one staff member holds a qualification at level 8, two hold qualifications at level 6, four hold qualifications at level 4 and four at level 3. The setting provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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