

Rainbow Montessori School: W.Hampstead



Rainbow Montessori School, St. James Hall, Sherriff Road, LONDON, NW6 2AP

Inspection date 22 June 2016
Previous inspection date 11 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

- Effective partnerships with parents and a well established key-person system help children establish warm and secure attachments, promoting their well-being and independence.
- Staff effectively meet the needs of children with special educational needs or disability. Individual support ensures children make effective progress from their starting points and are secure in their knowledge and skills development.
- Parents speak highly of the provision and are pleased with their children's progress. They praise the warm and welcoming atmosphere and the dedicated members of staff.
- Staff provide good support for children's communication skills. Children who speak English as an additional language make good progress in acquiring language skills.
- Staff fully understand how children learn and provide lots of hands-on experiences. They engage children in rich, varied and imaginative activities to encourage their curiosity and interests.

It is not yet outstanding because:

- The management team does not yet routinely track the progress of all different groups of children who attend the setting.
- Children are not provided with enough opportunities to explore the similarities and differences between themselves and those with special educational needs or disability.

What the setting needs to do to improve further

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

- strengthen the already good systems for assessment and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- provide more opportunities for children to identify and explore the similarities and differences between themselves and others.

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 manager.
- The inspector held a meeting with the manager and senior manager. He looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand and implement the safeguarding procedures well. They know how to identify signs of abuse that may indicate a child is at risk of harm and the actions to take if they have concerns. Training is timely to ensure staff's knowledge of child protection. Food hygiene and first aid are up to date. The manager regularly monitors the performance of staff to identify strengths or areas for improvement, offering coaching and guidance to maintain good practice. Opportunities for professional development are good and focus on priorities that enable all children to make positive progress over time. Staff use their experience and qualifications well and value the support from managers. Self-evaluation is accurate and parents, children and staff are active partners in driving up standards.

Quality of teaching, learning and assessment is good

Children are continually motivated to learn. They quickly settle to purposeful play when they arrive, demonstrating they feel safe in the setting. The environment is thoughtfully set out and provides children with activities that cover all areas of learning. Resources are easily accessible and support children's independent choices well. Staff effectively plan for their individual needs and are aware of how and where children learn best. They extend and shape learning effectively and build on what children already know. This helps children to sustain their interests for long periods of time. Children choose freely to play outdoors and show delight in exploring the water activities, experimenting with pouring and tipping water into jugs and squirting it into containers. This helps children gain early mathematical skills.

Personal development, behaviour and welfare are good

Children are particularly well supported to do things for themselves and learn to become independent in everyday tasks. They carry their cups and plates to the table and pour their own drinks, before clearing away dirty items to wash these up in the bowls provided. Children's behaviour is good. Staff diffuse any unwanted behaviour quickly and calmly and offer consistent messages about the difference between right and wrong. Children are polite to staff and considerate towards the needs of others. Children enjoy nutritious food and fruit which they share at snack times and this helps to support their understanding of a healthy lifestyle. Children's physical development is promoted well during indoor and outdoor play. Children roll on mats and make dens using milk crates, and thoroughly enjoy being active.

Outcomes for children are good

All children are making good progress given their starting point and are developing the skills they need for future learning. They are enthusiastic and well motivated to learn. Children develop good communication and language skills. They listen attentively and are keen to participate in a range of activities. Children are confident to make choices and come up with new ideas. Their early literacy and mathematical skills are developing well to support their next stage in learning and, where appropriate, school.

Setting details

Unique reference number	EY440636
Local authority	Camden
Inspection number	1024285
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	40
Name of registered person	Rainbow Montessori School Partnership
Registered person unique reference number	RP531304
Date of previous inspection	11 May 2012
Telephone number	020 7328 8986

Rainbow Montessori School: W. Hampstead is privately owned and was re-registered in 2011. It is open each weekday during term time, from 8.30am to 3.15pm. The setting employs six members of staff. Of these, three hold Montessori teaching qualifications at level 4. The manager has a relevant qualification at level 5.

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