

# Walthamstow Montessori School



Penrhyn Hall, Penrhyn Avenue, Walthamstow, London, E17 5DA

**Inspection date** 7 September 2016  
Previous inspection date 12 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- All staff are motivated and work well together to create a secure, safe and vibrant learning environment for children. Ongoing professional development is well planned and staff improve their practice to ensure good outcomes for children.
- Children benefit from a good range of high-quality resources that effectively encourage their learning. Children are self-confident, interested and eager to learn.
- Staff know children very well and use effective teaching methods to support their learning and development. They typically plan carefully for children's individual learning needs. All children make good progress, given what they know when they start.
- The provider, who is also the manager, is ambitious and aims to achieve the highest standards in care and education. She seeks the views of parents, staff and children to help identify areas for development. This has a positive impact on children's learning.
- Partnerships with parents, other providers and professionals are well considered and effective. This helps to provide children with continuity in their care and learning.

### It is not yet outstanding because:

- Some staff do not always know how to encourage or extend children's thinking skills to aid their learning.
- Occasionally, staff miss opportunities to help children understand which foods are good for them and why they can help them keep healthy.

## What the setting needs to do to improve further

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

- help children in different ways to develop their thinking skills further
- continue to build on different opportunities to extend children's understanding of healthy eating to enhance their well-being still more.

### Inspection activities

- The inspector checked evidence of staff suitability to work with children and read some of the provider's policies and procedures.
- The inspector looked at some documentation relating to observations, planning, children's assessments, risk assessments, employment and registration records.
- The inspector observed activities indoors and outdoors and held conversations with the manager, staff, some parents and also some children during the inspection.
- The inspector completed a joint observation with the manager.

### Inspector

Nataliia Moroz

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has rigorous recruitment and induction procedures in place to ensure staff are suitable to work with children. Staff become familiar with their roles and understand their responsibilities quickly. This includes safety risk assessments, dealing with accidents and providing appropriate first aid. The manager and staff understand child protection issues and know the procedures to follow if they have a concern about a child's safety or welfare. The manager and her team check the progress of individual children and different groups of children, which helps them to identify and remedy any weaknesses in their school's practice or support individual children's learning. This information is regularly shared with parents, who like the good progress their children make and how the setting works with them to support their children.

### Quality of teaching, learning and assessment is good

The staff team provides a stimulating environment where all children can choose resources independently to support their learning. Staff skilfully follow children's play and spontaneous interests to extend their experiences. For example, children's interest in role play was extended by creating a small shop, where children happily sold water to each other and their teachers. Staff sit with children and support their learning, such as by providing examples, helping them to understand the concept of the activity, and then letting children have a go on their own. Children develop the small muscles in their hands and fingers as they manipulate with various small tools, such as tweezers.

### Personal development, behaviour and welfare are good

Staff know children well and seek comprehensive information from key people involved in their lives. Children enjoy their time at the welcoming setting and take part in varied and exciting activities. They work with growing levels of independence and communicate well with each other. Children behave well and consistently treat others in a kind and respectful way, using their good manners. Staff are positive examples of how to treat others and they set children clear expectations. For example, children learn the school rules from the very first day, as they use mats for activities and tidy away their activities when finished. Children have regular opportunities to develop physical skills and benefit from playing outside when appropriate or when they choose.

### Outcomes for children are good

All children, including those who speak English as an additional language or those who have special educational needs, typically develop key skills that will help them in their future learning and eventual move to school. They remain engaged for good periods in activities that interest them. Children like mathematical activities, such as sorting spindles and counting beads. They are confident to recognise numbers and solve mathematical problems.

## Setting details

<b>Unique reference number</b>	405124
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1068236
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	150
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Lorna Mahoney
<b>Registered person unique reference number</b>	RP513854
<b>Date of previous inspection</b>	12 March 2013
<b>Telephone number</b>	0208 523 2968

Walthamstow Montessori School registered in 2001. The principal is also the provider and the manager. The nursery operates in line with the Montessori philosophy of education. It is part of the independent Walthamstow Montessori School. It opens from Monday to Friday from 9.30am to 3pm, during term time only. A breakfast club operates from 8am to 9.30am, and an after-school club operates from 3pm to 5.45pm. The nursery receives funding to provide free early education for children aged three and four years. The provider employs 32 staff who are directly involved in teaching and care. Thirty one members of staff hold relevant childcare qualifications at level 3 or above, including two members of staff who hold qualified teacher status and three staff who hold early years teacher status.

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