

Mace Annex

25-27 Dalling Road, Hammersmith, London, W6 0JD



Inspection date	7 December 2016
Previous inspection date	25 October 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

- The staff typically provide children with a stimulating variety of activities that engage them well. Children make good progress from their starting points.
- Children are encouraged to select their own activities. They are confident to discuss their learning with adults.
- Children form secure relationships with the caring staff. This supports their well-being effectively.
- The staff are good role models for children to learn about respect towards others. Children play together cooperatively.
- Partnership with parents is good. The regular exchange of information provides consistency for children's learning. Fathers report being involved in their children's learning from attending a recent 'Dads' Day' organised by the staff.
- The manager and providers regularly review the provision. They gain parents' views to make changes to practice and maintain good outcomes for children.

It is not yet outstanding because:

- At times, staff miss opportunities to challenge and extend children's thinking and problem-solving skills.

What the setting needs to do to improve further

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

- maximise opportunities to challenge children's thinking skills and help them to solve problems more effectively.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed teaching practice, including a joint observation with the manager.
- The inspector reviewed some of the setting's policies and documents.
- The inspector held discussions with parents and children.
- The inspector provided feedback during and at the end of the inspection.

Inspector

Mary Butler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know the procedures to follow if they have a concern about a child's welfare. There are secure recruitment systems in place to ensure the suitability of staff. The manager supports staff with their professional development. For example, she monitors their teaching and uses this information to inform individual supervision meetings. Staff benefit from relevant training to develop their teaching practice further. Leaders evaluate the provision thoroughly and make improvements to maintain good outcomes for children. For example, they have introduced a new system to monitor children's progress. The system also regularly produces detailed booklets to enhance information sharing with parents about their children's progress.

Quality of teaching, learning and assessment is good

Children are encouraged to lead their own learning. They engage enthusiastically in a wide range of activities. The well-qualified staff have a secure understanding of how children learn and develop. They use their observation and assessment skills well to plan accurately for each child's next steps in learning. Children practise their early writing skills and develop an interest in literacy. For example, they choose to sit and read through books together. Children also have the opportunity to use technology. For example, they explore mathematical ideas by playing matching games on the computer.

Personal development, behaviour and welfare are good

Staff provide a calm environment for children to learn and develop. Settling-in routines are good. For example, staff gain information from parents and previous settings about children's starting points, which supports their well-being. An established key-person system enables children to enjoy consistent relationships with staff. Children's behaviour is very good, which indicates that they feel safe. For example, they are polite and kind to each other. Children learn about healthy lifestyles. They have daily opportunities for outdoor exercise, such as through regular visits to the local park area. Children have a variety of nutritious foods to eat, which they enjoy.

Outcomes for children are good

Children make good progress. They develop confidence about their abilities and are motivated to learn. Children gain important skills that prepare them for their next stage of learning and move on to school. For example, they develop a good knowledge of literacy and mathematics. Children also learn to respect different cultures and religions, for example, as staff provide opportunities to explore a range of celebrations and traditions. Children learn to become independent, such as through managing their personal care needs competently.

Setting details

Unique reference number	EY381534
Local authority	Hammersmith & Fulham
Inspection number	1058878
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 - 5
Total number of places	40
Number of children on roll	36
Name of registered person	Mace Montessori Schools Limited
Registered person unique reference number	RP908920
Date of previous inspection	25 October 2012
Telephone number	020 8741 5382

Mace Annex registered in 2008. It is situated in the London Borough of Hammersmith and Fulham. The nursery is open between 8am and 6pm on weekdays throughout the year. Mace Annex receives government funding to provide free early education for children aged three and four years. It is linked with a partner provision across the road, which caters for younger aged children. A team of six staff works with the children at the nursery. One member of staff holds qualified teacher status and the remaining staff all hold relevant qualifications at level 4 and above. Mace Annex follows the Montessori educational philosophy.

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