

Merry Gold Montessori School

Murray Park Hall, Kneller Road, Twickenham, Middlesex, TW2 7DX



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| Inspection date | 12 December 2016 |
| Previous inspection date | 17 December 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The well-trained and experienced manager continues to raise the quality of staff practice through high-quality professional coaching and reflective practice. For example, she successfully models ways for staff to nurture children's next steps in learning.
- Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.
- Nursery staff are very skilled in developing children's communication and language skills, underpinning progress in other areas of learning. For example, children express themselves with confidence and clarity as they sing loudly and enthusiastically to different audiences.
- Staff treat children with a great deal of respect and provide consistently calm, gracious and positive role models. Children are exceptionally quick to spot when a friend needs help and show kindness to each other.
- Children are enthusiastic learners. They are keen to discover and make good progress from their starting points. Children develop excellent manners and a respect for others, preparing them well for school.

It is not yet outstanding because:

- Children do not have enough opportunities to select and use technology for a purpose.

What the setting needs to do to improve further

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

- enhance opportunities for children to select and use technology as part of their everyday play and to further strengthen their understanding of the world.

Inspection activities

- The inspector observed care routines and teaching, and the effect of these on children's development and learning.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector looked at children's records, and discussed the manager's planning and evaluation of activities, and how she exchanges information with parents.
- The inspector talked with parents.
- The inspector undertook a joint observation with the manager and asked how staff training, experience and practice improved outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff demonstrate a thorough knowledge of child protection issues. They are very clear and confident about how to address any concerns about a child's welfare. The manager continually looks for ways to take extra steps to keep children safe at the nursery and in the community. For instance, as staff take children to play outside, explore the surrounding park or visit elderly neighbours. The manager and her deputy monitor and evaluate the delivery of the educational programmes, planning and assessment carefully. They quickly identify children's individual strengths and needs to ensure staff provide an appropriate level of challenge.

Quality of teaching, learning and assessment is good

Staff make very good use of information from observations to plan activities that capture children's willingness to concentrate and persist in mastering new skills. For example, staff follow children's interest in rockets and provide them with many opportunities to practise cutting circles of different sizes as they talk about and investigate planets. Staff use opportunities to introduce mathematical language early to children including names of fractions and whole numbers. For instance, as children experiment with rods of varying length, count units and make comparisons between them. Staff provide children with solid foundation skills for their future learning.

Personal development, behaviour and welfare are outstanding

Highly nurturing staff develop secure, trusting and warm relationships with children. They celebrate the uniqueness of each family and use their excellent partnerships with parents to support children's rapid progress in their personal, social and emotional development. For example, children develop exemplary levels of self-confidence, self-control and courtesy towards others. They care for each other when they feel poorly or shy. Staff raise children's awareness of how to behave fairly, honestly and responsibly in different situations. Across the team, staff speak many different languages and they are highly effective in supporting children who are learning English as an additional language.

Outcomes for children are good

Children make good progress in their learning and acquire skills that underpin the next stage in their learning. For example, children display a mature respect and tolerance for diversity as they celebrate aspects of their own lives and learn about other people's experiences and customs. Children learn to balance calm, focused times of exploration and discovery with high-energy physical activity. For example, they swiftly negotiate around friends chalking number games as they pedal and scoot outdoors. Older children learn increasing levels of independence as they take responsibility for small duties at, for instance, snack times. Children are emotionally extremely well-prepared for school.

Setting details

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| Unique reference number | 402938 |
| Local authority | Richmond upon Thames |
| Inspection number | 1058769 |
| Type of provision | Sessional 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 | 35 |
| Number of children on roll | 29 |
| Name of registered person | Malsri Methmanie Amarasuriya |
| Registered person unique reference number | RP513606 |
| Date of previous inspection | 17 December 2012 |
| Telephone number | 020 8898 0962 Mobile 07729242112 |

Merry Gold Montessori is a privately owned nursery which opened in 1990 and registered in 1999. It operates from Murray Park Hall, located within Murray Park in Whitton, in the Borough of Richmond-upon-Thames. The nursery is open on Mondays, Tuesdays, Thursdays and Fridays during school term times. Sessions are from 8.45am to 12.30pm. A lunch club operates from 12.30pm to 1pm on Mondays, Tuesdays and Fridays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are nine staff and, of these, seven hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. A further member of staff is employed to set up each day.

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