

Phoenix Montessori Nursery

27 Stamford Hill, London, N16 5TN



Inspection date

10 January 2017

Previous inspection date

13 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders have not updated their policies for health and illness to ensure they are in line with national guidance and to support children's well-being.
- Staff do not use effective systems for monitoring children's development and progress, to ensure that outcomes for children are good.
- On occasions, staff do not use effective ways to encourage children to join in with group times. This does not help them fully develop their social skills or understand about boundaries.
- Leaders do not use processes of self-evaluation effectively to identify how they can raise the quality of the provision further.
- At times, staff do not ensure that children get suitable access to resources in the garden to enhance learning for those who learn best outside. Furthermore, they do not make the best use of their opportunities to support pre-school children's play.

It has the following strengths

- Younger children have many opportunities to engage in a range of stimulating activities and they develop their confidence quickly, forming close bonds with staff.
- Partnerships with parents are strong and staff make effective links between the home and the nursery. Parents speak favourably about the staff's care for the children.
- All children are encouraged to eat a range of nutritious food and snacks. Children are independent from a young age and enjoy completing small jobs and self-care tasks.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ update health policies, to include correct exclusion periods after a contagious illness, to ensure they are in line with national government guidance	06/02/2017
■ improve arrangements for assessment of children's overall learning, to better monitor their progress over time and close any gaps in their learning	06/02/2017
■ ensure staff consistently implement effective ways to encourage the older children to join in with group tasks.	06/02/2017

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

- make better use of self-evaluation, to identify any breaches of requirements and to help raise the overall quality of the setting
- provide more effective opportunities to help children explore and use resources in the outdoor area, particularly for those who prefer to learn outside
- reflect on daily routines for the pre-school children, particularly considering how staff are deployed, to improve outcomes and support children's play.

Inspection activities

- The inspector observed teaching and learning inside and outside.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the provider.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of the children's learning records, staff observations and planning, and a range of policies and documentation, such as suitability of staff and safeguarding procedures.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders ensure all staff know their roles and responsibilities to protect children from harm. They should do if they are concerned about a child's well-being. Overall, leaders implement policies and procedures correctly. However, their sickness policy with exclusion periods for dealing with illnesses, such as chicken pox, is not correct and is not in line with current national health guidance. Leaders provide suitable opportunities for staff to access professional development. For example, staff identify areas for development through ongoing supervision and attend relevant training. The manager is enthusiastic about improving the provision. She is reflective and makes plans for development. However, she has not identified fully those weaknesses in teaching practice and leadership to ensure children's outcomes and provision are good.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not yet good enough. At times, adults in the pre-school room are not arranged effectively to support children's learning. Staff know their key children well and make accurate observations of their current learning. However, systems for checking how well they make progress from their starting points are not effective. Staff do not act promptly enough to identify any gaps in children's learning. Younger children explore their environment curiously. Staff speak clearly to help children's language development. For example, babies enjoy playing musical instruments and dancing, while staff sing along. Older children develop their skills in a range of areas. For example, they initiate role-play activities, such as making a bus tickets, using their early writing skills.

Personal development, behaviour and welfare require improvement

Children feel secure and develop a sense of belonging in the setting. For example, children look at pictures of their families on the wall and talk about their experiences outside of the setting. Overall, staff interact kindly with children and nurture them sensitively. However, on occasions, staff working with the older children do not use effective ways to engage and encourage them to take part. Children begin to learn about danger, for example helping to look for potential hazards and talking about why they need to follow routines. Children who learn best outside, however, do not get appropriate opportunities to play outdoors to help them reach their full potential.

Outcomes for children require improvement

Children gain some independence skills and develop well in their creative and imaginative play. Older children show an interest in early writing and younger children gain strong physical skills. However, not all children make good enough progress due to inconsistencies in teaching and assessment; they are not effectively prepared for future learning.

Setting details

Unique reference number	144633
Local authority	Hackney
Inspection number	1061491
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	0 - 4
Total number of places	41
Number of children on roll	38
Name of registered person	Trevor Lloyd Swaby
Registered person unique reference number	RP903233
Date of previous inspection	13 May 2013
Telephone number	020 8880 2550

Phoenix Montessori Nursery was registered in 1993. The nursery is situated in the London Borough of Hackney. The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff, all of whom hold early years qualifications. The manager holds a level 5 qualification.

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