

Mace Montessori Nursery

Mace Montessori School, 38-42 Millman Street, London, WC1N 3EW



Inspection date

27 April 2017

Previous inspection date

12 June 2015

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 manager is committed to raising the good quality of the provision even further. She reflects upon the effectiveness of practice, and uses well-targeted plans to make improvements. For example, staff are developing a wider range of activities in the garden, to support the all-round development of children who prefer to learn outdoors.
- Children have good opportunities to learn about the world. For example, they discover how living things grow and change. Their learning is enhanced by outings further afield, such as a trip to the science museum or visits to nearby parks and gardens.
- Children develop positive attitudes towards healthy lifestyles. For example, they talk about the fruit and vegetables they like eating, and explain how food helps them to be physically active. They enjoy fresh air and exercise in the garden each day.
- Staff have high expectations of what all children can achieve. Children enjoy learning and make good progress from their starting points. Any gaps in children's development are quickly identified and strategies put in place to close them. Staff work effectively with parents and other professionals to support the needs of all children.

It is not yet outstanding because:

- On occasion, group activities do not provide opportunities for all children taking part to be actively involved and remain fully engaged.
- Staff sometimes overlook chances to extend children's language and thinking skills.

What the setting needs to do to improve further

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

- review the organisation of some group activities, ensuring that they meet the needs of all children taking part, to help sustain their attention and enjoyment
- support staff further to consistently extend children's language and thinking skills.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the nursery manager and the area manager for the company. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with some parents and considered their views, alongside a sample of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the nursery manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their role in keeping children safe and know how to report any concerns about children's welfare. Staff continue to enhance their skills through a good range of training and professional development tools. For example, they are currently building upon their use of signing as a form of communication, to help children to make their needs understood more effectively. Partnerships with parents are very strong. Parents say that staff keep them well informed of their children's care routines and how they are developing, including where they need additional support to achieve all that they can. This helps them to support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff regularly observe children and closely monitor their development. They use this information to plan what each child needs to learn next. Children are encouraged to lead their own learning. For example, resources are attractively displayed and easily accessible, so that children can choose with what they wish to play. Children explore shapes and begin to compare and order objects. For example, they created a tower using cylinders of various widths, stacking them from widest to narrowest. Children become competent at manipulating small objects and materials, for example, by shaping dough, picking up items with tweezers or pouring water into bottles. They effectively build important hand strength and coordination to support their emerging mark-making skills.

Personal development, behaviour and welfare are good

Children's behaviour is excellent. Staff use clear and consistent explanations, so that children quickly learn what is expected of them. Children play together well and learn important social skills. For example, they cooperated in fitting together the balancing blocks and took turns to walk along them. Children form strong and caring bonds with members of staff, which helps to boost their confidence and self-esteem. They learn to take care of resources and the environment. For example, they relish opportunities to carry out small tasks, such as preparing the tables for lunchtime or sweeping sand from the floor. They enjoy the praise that they receive for their efforts. Children begin to learn about and respect other people and communities. For example, families and staff enjoy sharing their favourite stories, food and music at special events held in the setting.

Outcomes for children are good

Children are active and confident learners, they concentrate well and show close attention to details. For example, older children created colourful pictures of butterflies, carefully adding features, such as patterns and body parts. Children develop a good range of skills to support the next stages in their learning, including starting school. For example, they learn good hygiene routines and begin to manage their own personal care.

Setting details

Unique reference number	EY303942
Local authority	Camden
Inspection number	1092269
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 - 4
Total number of places	24
Number of children on roll	19
Name of registered person	Mace Montessori Schools Limited
Registered person unique reference number	RP908920
Date of previous inspection	12 June 2015
Telephone number	020 7242 5842

Mace Montessori Nursery registered in 2005 and is run by Mace Montessori Schools Limited. The setting is situated in the London Borough of Camden. The setting operates weekdays from 8am to 6pm, for 51 weeks a year. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting employs five members of staff, four of whom hold relevant qualifications ranging from level 2 to level 4. Teaching practice is based upon the Montessori teaching philosophy.

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