

Playdays Montessori Nursery School

64 Castleton Road, Goodmayes, Ilford, Essex, IG3 9QS



Inspection date

2 November 2017

Previous inspection date

6 March 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

- Leaders are committed to continuous improvement. They regularly evaluate their service and implement focused plans which have a positive impact on children's experiences. For example, changes to the settling-in procedures have helped children to develop closer bonds with the staff and settle quickly when they join the setting.
- Staff are well qualified. They make good use of available training to improve their knowledge of safeguarding issues and enhance their teaching. For instance, they have learned a range of strategies to support children's language and communication. They use these effectively to develop children's speaking and listening skills.
- Children learn to be independent and manage their personal care. For example, they serve themselves at mealtimes and older children learn to wash their cups and plates afterwards.
- Pre-school children develop good pencil control and use writing purposefully during their play. For instance, as children acted out a role-play scenario, pretending to be doctors, they used marks to represent appointments and prescriptions for their patients.

It is not yet outstanding because:

- Staff in the toddler room sometimes miss opportunities to help children understand boundaries and begin to manage their own behaviour.
- Although leaders successfully evaluate the quality of teaching and guide staff to develop their professional skills, opportunities for staff to contribute to self-assessment are sometimes missed.

What the setting needs to do to improve further

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

- make the most of opportunities to teach toddlers about behavioural boundaries, to help them understand what is expected of them and begin to manage their own behaviour
- support staff to contribute more effectively to evaluations of their own practice, to enhance self-evaluation and help raise the quality of teaching to an outstanding level.

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 operations managers. She also explored the views of the manager, staff and children during the inspection.
- The inspector had discussions with parents and considered their views, along with samples 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 one of the operations managers.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Leaders monitor staff practice effectively. For instance, they use regular observations and supervisions, to help identify staff strengths and areas for development. Safeguarding is effective. Staff have a robust understanding of how to keep children safe. They know the signs which might indicate a child is at risk from harm and understand how to report any concerns about children's welfare. Staff use risk assessments and daily checks effectively to identify and minimise potential hazards, which helps to keep children safe. Leaders use effective recruitment and induction procedures, alongside ongoing suitability checks, to help ensure that staff are suitable for their roles.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their progress. They swiftly recognise where children's learning is not as it should be and put in place effective plans to close any gaps in their development. Staff work successfully in partnership with parents and other professionals. They share information on children's well-being and development, to help ensure that all children achieve as much as they can. Children become confident and effective communicators. For example, they enjoy sharing their thoughts, feelings and ideas with others during their play, discussions and daily routines. Children who speak English as an additional language quickly learn to understand and speak English.

Personal development, behaviour and welfare are good

Staff are kind and caring, they get to know children well and are sensitive to their needs. Staff provide plenty of well-targeted praise for children and help them understand what they are doing well. Staff in the pre-school room use a good range of positive strategies to help children understand what is expected of them. For instance, they regularly remind them of their 'golden rules', such as being kind and sharing toys. Children demonstrate that they are confident and well settled at nursery and their behaviour is good. Staff help children to develop healthy lifestyles. For instance, they ensure that children have plenty of fresh air and exercise outdoors each day. The setting provides healthy and nutritious meals and snacks, which helps children to make positive choices about food.

Outcomes for children are good

Children make good progress from their various starting points. This includes those who receive additional funding. Children who have special educational needs develop well and gaps in their learning are closing. All children develop a good range of skills to support the next stages in their development. They show high levels of involvement and perseverance during activities. For example, toddlers concentrate intensely as they practise cutting skills, showing great delight as they succeed in operating their scissors one-handed. Pre-school children are well prepared to start school. They develop a secure understanding of numbers and counting and use these spontaneously during their play.

Setting details

Unique reference number	128517
Local authority	Redbridge
Inspection number	1089388
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	1 - 3
Total number of places	39
Number of children on roll	42
Name of registered person	Gurdip Kaur Bhogal
Registered person unique reference number	RP511740
Date of previous inspection	6 March 2015
Telephone number	020 8599 2526

Playdays Montessori Nursery School registered in 1997. The provider receives funding for the provision of free early education for children aged two, three and four years. The setting is open from 8am to 6pm on Monday to Friday, during term time only. The provider employs eight members of staff to work with the children. All staff hold appropriate early years qualifications. Managers hold qualifications at levels 5 and 6, while other staff are qualified at level 3.

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