

# Lavendale Montessori

The Grounds of Woodside Park Club, Southover, Woodside Park, LONDON, N12 7JG



## Inspection date

7 December 2017

Previous inspection date

17 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Managers and staff know children well. Children continually engage in good-quality learning experiences and are inquisitive and motivated learners. They make good progress from their initial starting points.
- Managers and staff are clear in their expectations for children's behaviour. They are good role models and teach children how to keep themselves and others safe. Children are caring and kind to each other.
- Partnerships with parents are well established. Managers and staff keep parents fully informed about children's progress and guide them on how to support children's learning at home. Parents speak highly of the nursery and the care their children receive.
- Managers and staff conduct robust risk assessments that help to ensure that the environment is safe and secure, indoors and outside. Staff remain vigilant at all times and supervise children well.
- The well-qualified and experienced manager and staff team are committed to providing children with high-quality care and education. They continually reflect on the quality of the provision and seek the views of parents. This helps staff to make changes that have a positive effect on outcomes for children.

### It is not yet outstanding because:

- Staff sometimes ask children relevant questions to build on their interests. However, they do not always give children enough time to think through their ideas and respond.
- Occasionally, staff do not help children enough to understand the benefits of healthy eating.

## What the setting needs to do to improve further

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

- support staff to recognise when to give children more time and encouragement to think through their ideas to extend their learning as fully as possible
- support children further to understand how healthy eating contributes to their good health.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, deputy and the nominated person. She looked at relevant documentation, self-evaluation, records of children's learning and development, and a selection of policies and procedures.
- The inspector checked the evidence of the suitability and qualifications of staff, and spoke to a few parents during the inspection and took account of their views.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs of abuse and the action they would need to take to protect children's welfare. Effective staff recruitment and induction procedures are in place. This helps to ensure that individuals are suitable to work with children. The manager and staff meet regularly and effective supervision meetings help to support staff continuing good practice. They share a strong commitment to develop professionally as individuals and as a team. Staff access training opportunities that help to develop their existing skills. For example, staff have completed specific training in supporting children's communication and language development. The manager and deputy rigorously monitor individual and groups of children's progress over time. This means that any gaps in learning are quickly identified and addressed.

### Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well. For example, they narrate what babies are doing and model new words for older children, such as 'aubergine' and 'leek'. Children are very creative in their play. For example, babies paint walls with water, using large brushes. Older children concentrate for long periods as they bake 'cakes' with leaves and soil in the mud kitchen. Staff constantly praise children, which helps to keep them engaged for longer. Children have many opportunities to recognise letters and words in the print-rich environment. They learn to use different tools. For instance, children wrap up Christmas presents, using scissors, wrapping paper and tape. They then write lists and their names on the gift cards before placing them in gift bags in 'Santa's workshop'.

### Personal development, behaviour and welfare are good

The nursery is warm and welcoming with a wide range of resources that children readily select for themselves. Staff support children's personal, social and emotional development very well. Staff work closely with parents to ensure that settling-in sessions are carefully planned so that each child's individual needs are fully met. This helps to reassure parents and children settle quickly. Children learn to value and respect each other. They play together cooperatively. Staff actively teach children about the world around them and provide many hands-on experiences, discussions and stories. They prepare children well for the move to school and share detailed information with staff in other settings.

### Outcomes for children are good

Children make good progress in their learning and development. They show a positive attitude towards learning and are developing high levels of confidence and independence. Children gain the key skills to support their future learning and eventual move on to school. Children thoroughly enjoy singing their favourite songs. Children develop good mathematical skills. For example, they confidently count objects as they construct imaginary houses in the forest, using various-sized pieces of wood and small-world animals. They learn to compare size and height, and sort objects into groups.

## Setting details

<b>Unique reference number</b>	147571
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1068542
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Lavendale Montessori Ltd
<b>Registered person unique reference number</b>	RP909833
<b>Date of previous inspection</b>	17 March 2014
<b>Telephone number</b>	02084457999

Lavendale Montessori registered in 2006. The nursery is open each weekday for 51 weeks of the year, from 8am to 6pm. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 15 staff. Of these, 14 staff, including the manager, hold appropriate early years qualifications. The nursery also employs a cook.

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