

Mace Montessori Nursery

Unit 21-22 Block F, Factory Quarter Larden Road, North Chiswick, London, W3 7HJ



Inspection date

9 November 2017

Previous inspection date

28 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
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:

- Staff are developing their knowledge of the new assessment systems being used and not all information is accurate to fully plan experiences and opportunities to support children's next steps in learning. Children are not always best supported to reach their full potential.
- Staff do not consistently supervise children closely enough to help meet their individual needs at all times.
- Some staff do not fully understand their role as key person to support new children when they first start attending, to enable them to develop secure emotional attachments.
- Staff do not plan enough exciting and challenging activities to encourage children's creativity and imagination in play.
- Children with English as an additional language are not given enough opportunities to use their home languages during play. This does not fully support children's cultural identity and awareness.

It has the following strengths

- The new management team have begun to identify weaknesses in the provision and take appropriate action.
- Staff are kind and caring. They value and respect all children. Clear expectations and boundaries help to ensure children's good behaviour.

What the setting needs to do to improve further

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

	Due Date
■ strengthen staffs knowledge of observation and assessment systems to ensure they accurately identify children's starting points and consistently plan for each child's next steps of learning.	13/01/2018
■ improve staffing arrangements so that staff supervise children at all time and meet their needs effectively	13/01/2018
■ improve the key-person system to support all children to feel emotionally secure at all times.	13/01/2018

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

- extend opportunities for children to be independent in their own creativity and express their ideas freely
- take steps to provide opportunities for children whose home language is not English to develop and use their home language during play.

Inspection activities

- The inspectors spent the majority of time observing children in the six nursery rooms and garden.
- The inspectors sampled documentation including children's records and the checks made on the suitability of staff.
- The inspectors held discussions with the nominated person, deputy manager and staff.
- The lead inspector completed a joint observation with the deputy manager.
- The inspectors spoke to some parents to obtain their views on the nursery.

Inspectors

Jennifer Devine / Nataliia Moroz

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection there has been a change of manager and new staff have been recruited, making the staff team more stable. The management team are very positive in their desire to make improvements to the setting and raise the quality of teaching and outcomes for children. They monitor staff performance to identify weaknesses in practice and have recently developed a training programme to improve the whole team's knowledge. However, as this is in its infancy, it has not had an impact on raising the quality of teaching. Safeguarding is effective. Staff have completed safeguarding training and they are aware of the procedures to follow if a child is at risk of harm. They understand the procedures for managing allegations against staff. All staff in the nursery have undergone rigorous recruitment procedures, to ensure they are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Overall, staff know their children well. However, they do not use observation and assessments accurately to track progress and identify the key areas for what all children need to learn next. This leads to teaching and planning which are not always fully effective. The young babies receive good support from staff. For example, they are attentive to their needs and provide some positive learning experiences to encourage their early development. However, the quality of teaching is not consistently strong. Staff set up the playrooms with activities but they do not consider how to make activities exciting and challenging. For example, creative activities are too adult directed and children are not given enough opportunities to use their imagination and own ideas. Staff relate well to children overall; for example, they ask questions to encourage talking. However, there is less emphasis to support children, whose home language is not English, to use their language during play. For example, there are no words in other languages in use, or in the environment, to promote awareness of their own cultures and develop positive images.

Personal development, behaviour and welfare require improvement

There is a key-person system. However, not all staff fully understand the importance of this being in place immediately, when a child starts, to enable them to develop secure attachments. However, staff are kind and caring to all children. Occasionally, they do not always deploy themselves effectively to ensure children are fully supervised at all times. For example, when children are in the bathroom to prevent any minor accidents occurring. Partnerships with parents are established, parents state that communication has improved with the new manager. This supports continuity of care and learning.

Outcomes for children require improvement

Children are generally motivated to learn and develop some skills in preparation for starting school. For example, they concentrate during some activities, learn to share and take turns, and develop some independence skills. Children join in with action songs and show care and control as they move their bodies, helping to promote their physical

development. However, due to some weaknesses in the quality of teaching, not all children are supported effectively to make the best possible progress.

Setting details

Unique reference number	EY464878
Local authority	Hammersmith & Fulham
Inspection number	1109361
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	110
Number of children on roll	88
Name of registered person	Mace Montessori Schools Limited
Registered person unique reference number	RP908920
Date of previous inspection	28 February 2017
Telephone number	02087492871

Mace Montessori Nursery registered in 2013. The nursery is located in Chiswick, in the London Borough of Hammersmith and Fulham. The setting is open Monday to Friday, from 8am until 6.30pm, 51 weeks a year. There are 20 permanent members of staff, of whom 18 staff hold relevant childcare qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

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