

# The Colour Box Montessori Nursery LTD

Earlsfield Baptist Church, Magdalen Road, London, SW18 3NZ



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 31 January 2018 |
| Previous inspection date | 1 April 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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- All children show that they feel safe and secure, and their behaviour is exemplary. Exceptionally positive relationships are established between children and practitioners. Staff support children's self-confidence and emotional well-being particularly well.
- Children make independent choices in their play and take responsibility for their own learning extremely well. Practitioners skilfully assess when to offer support, to further enhance and extend their learning.
- Practitioners work hard to promote children's communication and language skills. Activities and experiences include lots of conversations between adults and children.
- Practitioners supervise children closely. They carry out risk assessments to ensure that children are safe at all times. Children develop their personal safety awareness and are involved in assessing risks during routines and play.
- Good communication and relationships with parents help to ensure children's needs are continually met. Parents are provided with regular information about children's care and development, including ways to contribute to children's learning at home. They speak very highly of the practitioners and provision.

### It is not yet outstanding because:

- The supervision arrangements to monitor and evaluate the practice of the practitioners do not focus sufficiently on raising the quality of teaching to the highest levels.

## What the setting needs to do to improve further

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

- build on the current arrangements for the performance management of practitioners so that these focus more specifically on raising the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, who is also the owner. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and the practitioners have a good understanding of the procedures to follow should they have any concerns about a child's welfare. The manager undertakes rigorous vetting checks on all practitioners to ensure that they are suitable for their roles. The owner, who is also the manager, seeks the views and comments of practitioners, parents and children to continually improve their service. The manager tracks the progress that individual children and groups of children make. This helps her and the practitioners to identify gaps in learning and plan targeted support.

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

Practitioners are well qualified. They use their knowledge of the children to provide stimulating learning environments that embrace the different cultures of all who attend. They gather detailed information about the children to establish their starting points. Practitioners use this information, along with their observations, to assess children's development and plan stimulating activities to enthuse them to learn. Children are developing good technology skills. For example, they explore the use of torches and stopwatches. Children practise their physical skills as they balance, and as they manoeuvre wheeled toys around obstacles. They use their small finger muscles for twisting the tops on and off containers, as part of the practical life activities. Children are critical thinkers and initiate ideas to link play with real-life experiences. For example, they revisit home experiences as they pretend to do the shopping at the grocers. Practitioners support children's early reading skills effectively. Children learn the sounds that letters represent, and begin to blend them together to help them read simple words.

### Personal development, behaviour and welfare are outstanding

The caring practitioners build strong relationships with children and support their social and emotional well-being extremely effectively. Children confidently enter the playroom and settle down immediately to their own play. Even the youngest children demonstrate outstanding levels of independence. For example, they take initiative in finding and using resources to complete tasks. Children demonstrate highly positive social skills and are very caring towards each other. They take it in turns to serve their friends their snack and they show one another how to do things. Children show an excellent understanding of positive hygiene practices and healthy eating.

### Outcomes for children are good

Children of all abilities make good progress and any gaps in their learning are closing. Young children are developing in confidence. Children listen carefully and respond well to instructions. They eagerly practise their writing skills. Older children write their name on their arts and crafts work. Children count objects, recognise numerals in print and make simple patterns. They confidently solve problems. Children are well prepared for the next stage in their learning and for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY463029  |
| <b>Local authority</b>                           | Wandsworth  |
| <b>Inspection number</b>                         | 1069326   |
| <b>Type of provision</b>                         | Sessional provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 20  |
| <b>Name of registered person</b>                 | The Colour Box Montessori Nursery School LTD                                      |
| <b>Registered person unique reference number</b> | RP902522  |
| <b>Date of previous inspection</b>               | 1 April 2014  |
| <b>Telephone number</b>                          | 02088704641   |

The Colour Box Montessori Nursery LTD re-registered in 2013. The nursery employs three childcare practitioners. Of these, two hold appropriate early years qualifications at level 6, and one at level 4. The nursery is open Monday to Friday from 9am to midday, during term time only. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery follows the Montessori teaching methods.

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