

Montessori Infant Community

The Contact Centre, 60 Hambalt Road, Clapham, London, SW4 9EH



Inspection date	8 February 2018
Previous inspection date	20 November 2014

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

- Staff are highly qualified and use their training well. The quality of teaching is consistently good and staff are committed to providing children with a wealth of opportunities to develop their knowledge and skills further.
- The management team values all staff and invests in their professional development. Staff are encouraged to access a wide range of training courses and share their learning with their colleagues to improve outcomes for children.
- All children make good progress in their learning and development. Staff closely monitor their progress and close any emerging gaps in learning promptly.
- Children are confident communicators. Staff support them to learn new words and extend their vocabulary. Staff ask meaningful questions to promote children's thinking skills.
- Children's emotional well-being is paramount. Staff warmly welcome children and families into the setting. Staff are quick to offer reassurance to children who are new to the setting and they comfort them when they are tired or upset.

It is not yet outstanding because:

- Staff have not formed secure partnerships with other settings children attend, to share information and complement children's learning further.
- Staff do not fully support parents to share information on what children can do and their achievements when they initially start in the setting.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings children attend, to exchange in-depth information about children's learning
- refine the system for gathering information from parents when children first start, to understand children's capabilities and use this information to form the initial planning for children's learning.

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 had a tour of the setting.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as policies, procedures, children's development records, parent questionnaires and evidence of the suitability of staff working in the setting.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have attended safeguarding training and keep up to date with changes in legislation. They are knowledgeable about the procedures to follow if they are worried about a child's well-being or the behaviour of a colleague. The management team reviews staff's knowledge regularly through meetings and provides quizzes for staff to refresh their understanding. In addition, staff are recruited robustly. Their suitability is regularly checked and all staff are vetted appropriately. Staff evaluate their practice and the management team reviews the provision regularly. They gather parents' opinions through questionnaires and verbal feedback. Recently, they have improved the communication of children's learning with parents. For instance, staff produce a learning summary sharing children's progress and next steps more formally. All staff are committed to continuously driving improvement.

Quality of teaching, learning and assessment is good

Children enjoy their time in the setting. They eagerly arrive and engross themselves in activities. Staff plan for children's individual needs and stage of development. Parents access children's learning through an online system. They are also kept up to date with events through information evenings and newsletters. Staff quickly signpost parents for any additional support from professionals if children require specialist help. Staff know children well and understand their needs. They encourage children to try things for themselves and children develop very good independence skills. They select resources and staff are close by to facilitate play if needed. Children experiment with sounds as staff provide a range of musical instruments, such as bells and an electronic keyboard. Children's listening and expressive skills are developing well.

Personal development, behaviour and welfare are good

Children behave exceptionally well. They are well mannered and staff use praise to reinforce positive behaviour. Staff are kind and caring, they are good role models to children and teach them to respect each other and resources. When children move between rooms, staff ensure the transition period is tailored to their individual needs. This means children settle more quickly. Children enjoy nutritious snacks and exercise daily. They develop good attitudes to following healthy lifestyles and support children to take small risks in their play. For example, children negotiate steps carefully and use climbing apparatus, such as a slide. Children are learning how to manage their bodies and how to stay safe during play.

Outcomes for children are good

Children are very well prepared for school. They are confident and have high levels of self-esteem. They concentrate for long periods and focus on tasks until they complete them. Children play well together, they form firm friendships and make choices in their play. Children competently manage to dress themselves for outdoor play, can remove their own shoes and manage their own hygiene needs well.

Setting details

Unique reference number	EY337464
Local authority	Lambeth
Inspection number	1070802
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 - 4
Total number of places	35
Number of children on roll	38
Name of registered person	Rosalind Bowles & Lucia Gomez-Santana Partnership
Registered person unique reference number	RP526355
Date of previous inspection	20 November 2014
Telephone number	07757317179

Montessori Infant Community registered in 2006 and is situated in Clapham, in the London Borough of Lambeth. The setting employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 4 or above, including two with qualified teacher status. The nursery opens from Monday to Friday. Sessions are from 9.15am until 3.45pm, during term time only. The setting provides funded early education for two-, three- and four-year-old children.

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