

Goldstar Montessori Nursery

466 Baker Street, Enfield, Middlesex, EN1 3QS



Inspection date

13 March 2018

Previous inspection date

10 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 provide children with colourful, stimulating and well-organised play areas. Children enjoy helping themselves to the wide range of play resources and activities provided.
- Parents are happy with the care and learning. They express how much their children enjoy attending. Parents receive regular information about their children's progress and are encouraged to continue with their children's learning at home.
- Staff value their partnerships with external professionals. They use the strategies and expertise of other professionals to provide detailed support for children who have special educational needs (SEN) and/or disabilities.
- Children make good progress from their starting points. Staff have a good understanding of how children learn and how to promote children's welfare. They work well together to plan and provide activities that promote children's next steps in learning.
- Staff provide a highly nurturing environment where children's well-being is promoted effectively. They are sensitive and responsive to children's needs and wishes. Children develop strong attachments to staff and develop friendships with other children.

It is not yet outstanding because:

- The monitoring systems used for individual staff's practice and to identify further training are not rigorous enough to help to raise the good quality of teaching even further.
- On occasions, staff do not organise daily routines in the most effective ways to promote children's engagement and level of concentration.

What the setting needs to do to improve further

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

- strengthen the systems for identifying training and the supervision of staff's practice to help to develop teaching skills to an outstanding level
- review the organisation of each part of the daily routine so that children do not become distracted from learning and remain engaged and interested.

Inspection activities

- The inspector looked at a sample of documents, including staff's Disclosure and Barring Service (DBS) checks, first-aid certificates and records of children's assessment.
- The inspector observed the quality of the learning environment inside and outdoors.
- The inspector undertook a joint observation of teaching and learning with the manager.
- The inspector spoke to some of the parents and took account of their views.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

The managers deploy staff well to meet children's individual needs. They work effectively as a team to supervise children and maintain the required staff-to-child ratios. Safeguarding is effective. Staff are knowledgeable about the potential indicators of abuse and local reporting procedures. The managers follow effective vetting, recruitment and induction procedures to help ensure that all staff are suitable for their role. Most staff hold a current paediatric first-aid qualification, which helps them to deal with accidents and injuries should they occur. The management team has a good knowledge of each child's development and monitors their progress. Managers work well with staff to ensure that any gaps in children's learning are closed in a timely manner. The managers deal with any complaints effectively. They use self-evaluation well to identify areas for development in the provision. They effectively use information gathered from staff, parents and children to develop practice that benefits children.

Quality of teaching, learning and assessment is good

The staff understand that children learn through play. They plan a wide range of opportunities to enhance children's development and promote all areas of their learning. Staff interact in positive ways with children to promote and support their development well. For example, they encourage children as young as two years old to identify their names on their water beakers. Staff support children's mathematical development confidently as they continually talk about numbers, shapes, colours and sizes. Children delight in sharing books with staff and listen to stories with anticipation. They respond enthusiastically as they are asked to predict sounds and rhyming refrains.

Personal development, behaviour and welfare are good

Self-care and independence are encouraged with all children. Younger children feed themselves, and older children put their coats and shoes on for outdoor play. Children behave well. Staff are good role models and support children to understand about fairness, how to share and be kind. Staff positively support children to learn about good health and hygiene practices, including making healthy eating choices and why they need to clean their teeth. Children understand why they need coats and hats on to be warm outdoors. They gain good physical skills. For example, they take manageable risks in their play as they learn to pedal bicycles and to safely climb and balance. Children are encouraged to be confident and independent. For example, even two-year-olds capably serve themselves at mealtimes.

Outcomes for children are good

Children are well prepared for their next stage in learning. They develop the skills required for school. For example, older children recognise their names during self-registration and regularly learn about sounds and the letters they represent. Younger children squeal with delight and clap loudly as they celebrate their achievements at singing time. Babies babble and giggle as they jig and dance to the staff singing songs.

Setting details

Unique reference number	135292
Local authority	Enfield
Inspection number	1132563
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	0 - 4
Total number of places	68
Number of children on roll	116
Name of registered person	Danielle Somers
Registered person unique reference number	RP512685
Date of previous inspection	10 December 2012
Telephone number	020 8364 6876

Goldstar Montessori Nursery registered in 1995. It is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. There are 20 members of staff, 15 of whom hold early years qualifications to at least level 2. The two managers have early years professional status. The nursery receives funding to provide free early years education for two-, three- and four-year-olds.

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