

Carol Jane Montessori Nursery School Ltd

80 The Ridgeway, Enfield, Middlesex, EN2 8JF



Inspection date

13 March 2018

Previous inspection date

28 January 2015

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

- The manager and all staff are enthusiastic practitioners and demonstrate a genuine commitment to ensuring that children receive an enjoyable and positive experience.
- Staff complete robust risk assessments and daily checks to provide a safe and secure environment. Staff are well deployed around the nursery and are vigilant to children's safety and welfare.
- Partnerships with parents are highly effective. Staff have a good knowledge of children and their families. Home visits and staggered entry to the setting help to ensure that children are able to settle at their own pace. Children are confident and develop secure emotional well-being.
- Children have access to outdoor learning every day. They show good physical skills from an early age as they use a range of wheeled toys to negotiate space and build with large plastic bricks.
- The nursery is bright and welcoming. Children have access to a good range of toys and resources, indoors and outdoors, to support their learning and development.

It is not yet outstanding because:

- Staff do not consistently identify children's next steps in learning as precisely as possible to help them make more rapid progress.
- The manager's arrangements to monitor the attainment of different groups of children are not fully effective in identifying gaps in learning at the earliest opportunity to focus on continually improving educational programmes.

What the setting needs to do to improve further

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

- focus more sharply on identifying children's next steps in learning, to help them to make the best possible progress
- build further on the good monitoring of children's progress to more precisely identify gaps in achievement between different groups, to ensure all children achieve at the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times and held a meeting with the manager and her deputy.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as staff qualifications and the evidence of suitability of all those working with children.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The well-qualified staff have a clear knowledge and understanding of the steps to take should they suspect a child to be at risk of abuse. All staff undertake regular child protection training. In addition, a high number of staff have completed advanced training to ensure children's welfare is at the heart of what they do. Staff monitor and review all accidents to identify potential hazards and to minimise risk further. All staff hold paediatric first-aid certificates and know and understand how to deal with any incidents which occur. The manager and her team are hardworking and have a clear vision for the future. They regularly monitor and review the way they work to help identify areas for improvement. Staff work closely with local schools, to help children gain skills that prepare them well for the next stages in their learning. Robust procedures for recruitment and checking the ongoing suitability of staff are implemented well. The manager ensures that staff benefit from regular meetings, appraisals and professional development opportunities to enhance practice.

Quality of teaching, learning and assessment is good

Children flourish in this secure and well-resourced setting. From a young age they show good skills in all areas of their learning. Staff take time to get to know children and, overall, plan activities to reflect their interests. Staff use good questioning skills and ensure children are given time to think before responding to them. Children enjoy using their imagination as they 'make tea' and serve this to staff. They show good dexterity as they build towers from wooden and plastic blocks. Children demonstrate good speaking skills as they give clear and detailed explanations of what they have made. The manager and staff work well with parents and other agencies to ensure the needs of children who have special educational needs (SEN) and/or disabilities are met. Individual plans are established to help target and effectively support children's learning, appropriate to their individual needs.

Personal development, behaviour and welfare are good

Children form close bonds with staff. They listen, follow instructions well and play cooperatively with each other. Staff act as good role models and encourage positive behaviour. Their calm approach and positive interactions help children to learn what is expected of them. Children's health is promoted well. Staff work closely in partnerships with parents to ensure children are provided with a balance of healthy and nutritious meals and snacks. Children learn how to take age-appropriate risks through the forest school curriculum in which they learn how to climb trees and behave around open fires.

Outcomes for children are good

All children make good progress in their learning and development. Pre-school children begin to recognise and write familiar letters to mark their own creative pieces and know the sounds that some letters represent. All children are good listeners and use their spoken skills well to express themselves in their play and during their interactions with others. Pre-school children confidently count in sequence and easily name the number of dots on a dice just by recognising the patterns.

Setting details

Unique reference number	135264
Local authority	Enfield
Inspection number	1132593
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	45
Name of registered person	Carol Jane Montessori Nursery School Limited
Registered person unique reference number	RP523817
Date of previous inspection	28 January 2015
Telephone number	020 8364 4440

Carol Jane Montessori Nursery School registered in 1991 and is located in Enfield. The nursery opens Monday to Friday for 50 weeks a year and sessions are from 8am to 3pm. There are nine staff working with the children. The manager holds a qualification at level 7. Five members of staff hold qualifications at level 3, one member at level 5 and one at level 6. The provider receives funding to provide free early education for three- and four-year-old children. The nursery follows the Montessori ethos.

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