

St Mary's Summerstown Montessori Nursery School

46 Wimbledon Road, London, SW17 0UQ



Inspection date

21 March 2018

Previous inspection date

10 September 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 understand the progress children make. They make quality observations of children's learning from which they build on to develop effective next steps in learning.
- Staff work well in partnership with parents to help ensure continuity in care for children. They listen well to the information parents provide them and include this in their plans for children's development. Staff facilitate the continuation of learning at home.
- Children, including those who speak English as an additional language or those who are in receipt of additional funding, make good progress in their learning.
- Staff have improved greatly the opportunities for children to develop independence and self-help skills. For example, children serve their own snacks. Staff organise the environment well to enable children to make choices about the activities they engage in.
- Managers monitor children's progress attentively and compare how groups of children achieve. They utilise the information well to ensure all children, including those who are most vulnerable have equal opportunities to progress well.

It is not yet outstanding because:

- Whilst some staff continually promote and extend children's learning with great skill, not all staff members engage consistently in high-quality interactions.
- At times, including during changes in routines, such as snack time, staff do not actively engage children to further promote their learning.

What the setting needs to do to improve further

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

- work with staff to improve further consistency in the effectiveness of their interactions with children
- organise routine times of the day more effectively to maintain children's focus and extend learning.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff understand the signs that indicate a child's welfare is at risk. They know the procedures to follow if they have a concern about children's welfare. Managers implement effective strategies to continue to evaluate and improve the standards of provision. They gather views of children, parents and staff to ensure the provision meets the needs of everyone. For instance, children vote for what they would like to make in cookery. Managers use robust performance management strategies to monitor how staff support children's development and well-being and use their frequent observations of practice to drive improvements. For example, they have recently offered staff chances to refresh and increase their skills in Montessori teaching. The managers successfully recognise the individual needs of her staff and provides for these well, for example through offering training to extend professional development.

Quality of teaching, learning and assessment is good

Staff offer children a wide range of activities to learn through play. For example, they develop vocabulary and counting skills when they explore hay and find animals hiding inside. Staff prepare children well for their future learning and they support the development of early reading and writing skills. For example, staff teach children pencil control. Staff promote diversity well and ensure children respect the differences that exist between them. This includes giving children and parents opportunities to share their backgrounds and celebrate festivals that are important to them.

Personal development, behaviour and welfare are good

Staff support children effectively to feel safe and secure in the setting. They work with them through settling periods to establish relationships and to help them learn the routines. Staff show dedication to ensuring children's welfare, they continually help parents to meet their welfare needs, whether this includes signposting them to support or assisting them to keep their home environments safe and healthy. Staff encourage children to develop positive attitudes towards healthy lifestyles. For instance, they offer children healthy snacks and children bring in food from home to share. Staff ensure children are emotionally prepared for transitions to other settings, such as school.

Outcomes for children are good

Children, including those who speak English as an additional language, develop good communication and speaking skills. They learn the English language quickly, developing vocabulary and expressing their wishes. Children happily take on physical challenges, for example they support themselves to balance on beams. Children recognise that text carries meaning. They look for bugs on a sheet as they hunt for them and point to the words as they name the bugs they find. Children develop good early reading skills. Children enjoy activities that involve math, for example they name shapes as they complete puzzles. They make good progress in numeracy and demonstrate good counting skills in fun games, such as skittles.

Setting details

Unique reference number	EY355698
Local authority	Wandsworth
Inspection number	1070882
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 - 5
Total number of places	30
Number of children on roll	37
Name of registered person	Elizabeth Jean Maitland
Registered person unique reference number	RP906795
Date of previous inspection	10 September 2014
Telephone number	0208 9477359

St Mary's Summerstown Montessori Nursery School registered in 2007 and is one of two privately owned nursery schools. It operates from a church hall in Tooting, in the London Borough of Wandsworth. The nursery is open from 9am to 12.15pm on Mondays and Fridays, with a lunchclub until 1pm on Monday. On Tuesday, Wednesday and Thursday the nursery is open until 2.30pm. It receives funding to provide free early education for children aged two, three and four years, as well as additional funding for vulnerable children. There are eight staff, including the manager and the provider. The provider holds early years professional status and a relevant degree. There are six members of staff who are qualified at level 3 and above, including one member of staff with a level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

