

St Marks Montessori

St. Mark's Church, St. Mark's Place, London, SW19 7ND



Inspection date	18 May 2018
Previous inspection date	2 June 2015

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

- The manager evaluates the quality of her service well. She seeks the views of parents to help prioritise areas for development and maintains good standards.
- Staff provide good support for children's communication and language development. Children who speak another language at home develop good English speaking skills. All children make good progress from their starting points.
- Staff provide many opportunities for parents to engage with children's learning. For example, activities and ideas for parents to support children's learning at home are regularly shared by staff.
- Staff are good role models and help children to develop positive social skills. They use successful strategies to encourage children to wait and take turns.
- Parents speak very highly of the manager. They value the service provided and the skills of the staff team.

It is not yet outstanding because:

- Children have inconsistent opportunities to use technology in a range of ways.
- Although there are good systems in place for monitoring individual children's learning, the progress made by different groups of children is not as effectively reviewed.

What the setting needs to do to improve further

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

- enhance the opportunities available for children to explore technology and its uses
- review the processes used to monitor children's learning so that any variations in the progress made by different groups of children can be identified and addressed quickly.

Inspection activities

- The inspector reviewed documents, including children's learning records, documentation for staff and records relating to children's safety and health.
- The inspector jointly observed and discussed a children's activity with the provider.
- The inspector assessed the quality of interactions between staff and children, and the impact of this on children's learning.
- The inspector viewed all areas used by children, indoors and outdoors.
- The inspector held discussions with staff at appropriate times and sought the views of parents.

Inspector

Kareen Anne Jacobs

Inspection findings

Effectiveness of the leadership and management is good

The manager leads her staff team effectively and successfully welcomes parents and children into the nursery. She includes the views of parents when making improvements to her service. For example, she has further enhanced the links between the nursery and home to support children's learning. Safeguarding is effective. The manager implements safe recruitment procedures and shares safeguarding processes with new staff. The manager and her staff are confident to identify potential risks to children and know what to do if they have concerns about a child's welfare. Staff receive good support from the manager to improve their teaching practice. This contributes to the good outcomes that children achieve.

Quality of teaching, learning and assessment is good

Staff interact and engage with children well. They support children to make choices about what to do and encourage them to complete their chosen tasks. Staff use a range of strategies to help children develop good mathematical skills. For example, staff help younger children recognise, name and match similar shapes during small-group activities. Staff make good use of opportunities to support children's early literacy, such as when they encourage children to write their names following creative activities. Staff work in partnership with parents and involve them when addressing potential gaps in children's learning. For instance, information about phonics is shared with parents so they better understand how to help their children link sounds to letters.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff know children well and use children's interests and ideas to meet their individual learning needs. Staff show that they value the languages and backgrounds of the children in their care. For example, staff personalise welcomes each morning and parents visit to share stories in languages spoken at home. Staff implement effective strategies to help children manage their feelings and develop good social skills. For instance, children independently use sand timers to indicate that they are waiting for their turn.

Outcomes for children are good

Children match, compare and measure as they use wooden blocks. They show pride and a strong sense of self-esteem when their parents visit to share their heritage and family experiences. Children develop good physical skills as they dance and play with hoops. They learn how to keep themselves safe as they move from the playroom to outdoors. Children demonstrate that they are motivated and independent learners. They develop the skills needed for their next stage in learning and for school.

Setting details

Unique reference number	138251
Local authority	Merton
Inspection number	1089572
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of registered person	Hilda Anahid Galustian
Registered person unique reference number	RP511738
Date of previous inspection	2 June 2015
Telephone number	07956346938

St Marks Montessori registered in 1998 and is located in the London Borough of Merton. The setting is open during school term time on Monday and Friday from 9.30am to 12.30pm, and on Tuesday, Wednesday and Thursday from 9.30am to 3.15pm. The setting receives funding for the provision of free early education for children aged three and four years. The setting employs six members of staff. Four staff, including the manager, hold Montessori diplomas and are qualified to level 4. One member of staff holds a qualification at level 3.

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