

Grace Montessori School

60 Brougham Road, LONDON E8 4PD



Inspection date	7 September 2018
Previous inspection date	9 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff create an environment fit for learning, and which promotes children's curiosity. For example, every morning each child is able to choose an activity of their choice.
- Children are confident, independent and have a positive relationship with adults in the setting.
- Staff have a good understanding of how children learn, and children are making good progress. Staff carry out regular observations and assessments to promote effective learning.
- The key-person approach is effective. Staff work well in partnership with parents to support continuity of care between the home and setting. For example, parents are invited to come into the setting to gain an insight into the new topics their children are about to learn.
- The manager has a positive attitude towards improvement and supports her staff to undertake professional development opportunities to develop their practice.

It is not yet outstanding because:

- The provider has not fully considered ways to strengthen practice in communicating with parents who speak English as an additional language.
- The provider has not fully considered how to provide early support for children who speak English as an additional language, to help them settle more quickly.

What the setting needs to do to improve further

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

- develop ways to engage more effectively with parents who speak English as an additional language
- improve the early support given to children who speak English as an additional language, to help them settle more quickly and ease the transition between home and the setting.

Inspection activities

- The inspector talked with parents and staff to gather their views.
- The inspector observed different activities and assessed the impact these had on children's learning.
- The inspector sampled a selection of written policies, documents and children's records.
- The inspector undertook a joint observation of an activity with the manager.
- The inspector held a meeting with the manager.

Inspector

Deborah Alabi

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of their responsibility to safeguard the children in their care. All staff have a good knowledge of the safeguarding and welfare requirements. They know that if they do have a concern about a child's welfare, they are required to follow the setting's robust safeguarding policy and procedure. Staff have a good understanding of how children develop and learn, and use their observations to monitor the progress children are making. Parents speak positively about the staff, management and the setting as a whole. Parents feel confident about the care their children receive and comment that staff are friendly and approachable. Staff feel supported, which makes working at the setting more fulfilling for them. Professional development opportunities and staff appraisals create the support needed for staff to educate the children in their care effectively. The manager evaluates the provision well through peer observations, staff meetings, supervisions and training to drive improvement.

Quality of teaching, learning and assessment is good

Staff effectively follow the Montessori approach throughout the setting. Children are challenged to think through ideas to work out tasks for themselves. For example, when playing a game of place values with an adult, children are independently able to select three- and four-digit numbers. As staff listen carefully to children and observe their play, they use this information to identify and assess areas of improvement and make plans for children's progress. Staff are sensitive in allowing children time to explore and also making time for focused activities to promote children's learning further.

Personal development, behaviour and welfare are good

Staff are good role models for children. Children feel safe and secure to foster good relationships with staff and their peers. For example, when a member of staff read a story about owl babies, every child enjoyed listening. Children form close attachments and have good relationships with their key person. Information shared by key persons is used to ensure that children's needs are met. Children learn to move around the setting safely and use tools, such as glass cups, knives and scissors, with care. Staff promote children's self-esteem by praising and encouraging their efforts.

Outcomes for children are good

Children make good progress. They are confident and independent learners and are well prepared for their next stage of learning. Children are able to express themselves through gestures and expressions to show their feelings, emotions and wants. They are willing to give things a go for themselves. For example, at snack time, children wait patiently to take turns to pour their milk into their own cups.

Setting details

Unique reference number	EY471003
Local authority	Hackney
Inspection number	10060302
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	40
Number of children on roll	40
Name of registered person	Mulla, Shamim
Registered person unique reference number	RP905634
Date of previous inspection	9 September 2015
Telephone number	07512 410002

Grace Montessori School registered in 2013. It is run by a private provider in a community hall in Hackney. The setting is open Monday to Thursday from 8.45am to 3.30pm, and on Fridays from 8.45am to midday, during term time only. The setting employs nine members of childcare staff who all hold appropriate early years qualifications. Four staff hold Montessori qualifications. The setting follows the Montessori approach to education.

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