

# Montys Nursery And Pre School

32 Thompson Avenue, Richmond TW9 4JW



<b>Inspection date</b>	19 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children develop good language and communication skills. Staff provide many opportunities for children to talk about their home lives and previous experiences. For example, children describe who is on the photographs of their family on the display board.
- Staff provide parents with information about their children's progress and how they can extend their learning at home.
- The manager and staff use self-evaluation to reflect on their practice and to develop their provision further. For example, they have set up a mud kitchen to extend children's learning and enable them to explore different textures and materials.
- Staff take every opportunity to praise children's developing social skills, such as sharing and turn taking. Children are well mannered and display positive behaviour.
- All children make good progress from their starting points. Staff ensure that all children fulfil their potential. For example, children who speak English as an additional language catch up quickly with their peers.
- Staff promote children's healthy lifestyles. They provide well-balanced meals using fresh produce that is sourced locally. Children pick fruit and vegetables from the nursery garden and learn about where their food comes from.

### It is not yet outstanding because:

- Sometimes, staff do not effectively adjust their teaching to respond to children's learning needs.
- Managers do not consistently provide an appropriate programme of professional development for the staff to enhance the outcomes for children even further.

## What the setting needs to do to improve further

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

- support staff to adjust their teaching styles to fully respond to all children's learning needs
- review continuous professional development opportunities for staff to enhance even further the outcomes for children.

### Inspection activities

- The inspector observed activities and the quality of interaction between staff and children throughout the nursery.
- The inspector looked at relevant documentation linked to checking children's progress, such as observation and assessment.
- The inspector held a meeting with the nursery leaders to discuss the suitability of staff working in the nursery and procedures for self-evaluation.
- The inspector completed a joint observation with the deputy manager and discussed the quality of teaching.
- The inspector spoke to parents and carers during the inspection and took account of their views about the quality of provision.

### Inspector

Monika Oliver

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager keeps up to date with safeguarding changes. There is a good system in place to cascade information to staff. As a result, staff are aware of child protection issues and can effectively protect children from harm. Premises are safe and secure and there is an effective security system in place to prevent unauthorised access. The manager implements safer recruitment procedures to ensure that staff are suitable to work with children. She carries out regular supervision meetings to discuss with staff any concerns and establish targets to improve their practice. The manager and staff work in close partnership with parents. To accommodate parents' needs, the nursery offers a pick-up service for children from local schools. Individual children's progress is regularly monitored by a designated member of staff to identify any gaps in their learning.

### Quality of teaching, learning and assessment is good

Staff gather information from parents about what children already know and can do when they start attending the nursery. They use this information, and their own observations, to set children's starting points in their learning. Each key person knows their children very well and recognises their achievements. This enables them to identify the next steps in children development. Staff provide a range of resources to help children to understand the natural world. For example, children can see and touch real fish and sea creatures. Staff support children to develop their mathematical skills. For example, they show children how to create different patterns using threading beads. Staff organise activities that reflect and value the diversity of children's families. For example, they invite parents to read stories and sing songs in their home language. Staff act as role models and challenge gender, cultural and racial stereotyping. Children get many opportunities to compare their own experiences and appreciate other children's cultural backgrounds.

### Personal development, behaviour and welfare are good

Staff work closely with parents to help children to settle in and form positive relationships with others. Children enjoy regular opportunities for fresh air and outdoor play in the nursery garden, as well as in the local woods. Staff encourage children to be active and provide them with challenging physical activities. For example, younger children are confident to climb up wooden steps and jump off with adult help. Children develop good levels of independence and know the nursery routine very well. For example, older children serve themselves at lunchtime. Staff help children to grow in confidence and build their self-esteem through meaningful praise and by acknowledging their achievements.

### Outcomes for children are good

There are effective systems in place to support children during transitions when they move from home to nursery, from room to room and from nursery to school. All children enjoy exploring their surroundings and they are motivated to learn about the natural environment. Children are well prepared for their next stage of learning. For example, they are interested in reading books and can use their problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY536112
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10067371
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	The Child Care Network Limited
<b>Registered person unique reference number</b>	RP536111
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0208 392 2336

Montys Nursery And Pre School registered in 2016. It operates from a converted house in Kew, in the London Borough of Richmond Upon Thames. The nursery is open each weekday, from 8am until 6pm, for 51 weeks of the year. There are 12 members of staff who work with the children, all of whom hold appropriate childcare qualifications from level 2 to level 6.

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