

Mace Montessori Nursery

The Home Counties House Property Co Ltd, Gloucester House, 150
Woodside Lane, LONDON N12 8TP



Inspection date	30 November 2018
Previous inspection date	2 December 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- On occasions, staff do not ensure that the required adult-to-child ratios are fully maintained.
- Staff do not always recognise when to allow children more time to do things for themselves, such as managing some tasks independently, to enhance their skills further.
- At times, staff do not give children enough time to think and respond during conversations or when questions are asked of them.
- The new manager has begun a new self-evaluation process, but this is not fully embedded to successfully target all weaknesses.

It has the following strengths

- The manager effectively checks and reviews the progress made by individual children in groups. She works closely with families and outside agencies to ensure children with emerging concerns receive the support they need to continue to make progress.
- Partnerships with parents are a particular strength. For example, staff communicate with parents regularly about children's ongoing development and help them to support children's development at home. Parents speak very highly of the nursery and its staff. All children are progressing well, for example, where there are gaps in their learning and development staff and parents work well to close them swiftly.
- Staff promote children's sense of belonging well. For example, they create photograph albums of children at play in the setting, which children spontaneously select to look at together.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that adult-to-child ratios are maintained at all times.	03/12/2018

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

- provide more effective opportunities for children to develop their independence in managing everyday tasks and experiences
- ensure staff make the most of opportunities to support children's reasoning and thinking skills
- make more effective use of self-evaluation to ensure that statutory requirements are met and areas for improvement are prioritised.

Inspection activities

- The inspector observed children taking part in a range of activities indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector carried out two joint observations with the manager.
- The inspector spoke to parents and children, when appropriate, to take account of their views.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector
Chris Lamey

Inspection findings

Effectiveness of leadership and management requires improvement

On some mornings, managers and staff do not ensure the correct adult-to-child ratios are fully maintained. However, this does not have a significant impact on children's safety as management and staff have the capacity to put this right when noticed by the inspector. Staff understand how to recognise possible signs and symptoms that may raise cause for concern about the welfare of any child, and are confident in the procedures to follow. Safeguarding is effective. There is a very thorough induction procedure. Newly appointed staff do not have unsupervised access to children until all suitability checks are complete. Daily safety checks and risk assessments help ensure that children always play in a safe environment and are not exposed to risks. The new manager has made vast improvements to the setting since joining. She monitors staff training to help provide them with a secure understanding to improve their teaching, learning and assessments of children's progress. For example, staff recently attended training to help support children to learn through play and exploration.

Quality of teaching, learning and assessment is good

Staff plan a wide variety of interesting and exciting learning opportunities that supports children's current interests and learning needs. For example, older children learn to recognise and write their names using a variety of tools and equipment. Staff prepare challenging tasks introducing pre-written upper- and lower-case letters, and reinforce this learning using magnetic letters. Younger children excitedly draw circles and lines in paint and sand in a large tray, developing their understanding of shapes and colours. Staff tell stories in an engaging and enthusiastic manner. They encourage children to join in with familiar parts and to think about what might happen next. This encourages children's language and literacy development.

Personal development, behaviour and welfare require improvement

Due to the weakness in leadership and management, children's welfare is not supported as robustly as possible. However, staff provide children with healthy food to choose from at mealtimes and water is available for children to serve themselves during the day. Children are happy, settled and their behaviour is good. They learn to share and take turns, and are aware of simple behaviour rules. Children learn about healthy lifestyles and take part in various topics on healthy eating, and they go out every day in the garden for physical play. Their efforts and achievements are acknowledged with plenty of praise and encouragement, and they are nurtured with lots of warmth and kindness. Good transition arrangements and visits to local schools help to prepare children well for their next stage of learning.

Outcomes for children are good

Children are effective communicators and explore their environment with confidence. They learn a range of skills that prepares them well for their move to school. All children develop a sense of number, shape and measure. Older children work together to sequence different bears into groups by size and colours. Younger children learn about quantities as they count how many scoops of sand fill a large pot, while toddlers eagerly count out loud to their favourite rhymes and songs.

Setting details

Unique reference number	EY435239
Local authority	Barnet
Inspection number	10085812
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	1 - 4
Total number of places	90
Number of children on roll	69
Name of registered person	Mace Montessori Schools Limited
Registered person unique reference number	RP908920
Date of previous inspection	2 December 2016
Telephone number	02084461969

Mace Montessori Nursery registered in 2011. It is open Monday to Friday, from 8am to 6pm, and operates throughout the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs 16 staff. Of these, nine hold early years qualifications at level 3 and one holds level 4. A further member of staff holds qualified teacher status.

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.

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