

# Jack in the Box Montessori School Limited



Kelmscott Community Hall, Kelmscott Gardens, London W12 9DB

<b>Inspection date</b>	10 December 2018
Previous inspection date	10 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Children are happy, settled and content. They develop warm and trusting relationships with staff and thoroughly enjoy their time in this highly stimulating and calm learning environment.
- Staff have a good understanding of how children learn and develop. They accurately observe and assess children's progress and plan interesting activities that follow children's interests. Children make good progress in relation to their starting points.
- There are strong arrangements in place to involve parents in all aspects of their children's learning. Staff use daily discussions and online systems to exchange information about children's achievements. Parents comment extremely positively on the care and teaching their children receive.
- Children have very good opportunities to learn about how to keep themselves safe and about their local community. For instance, they learn about road safety and the danger of fire when professionals from the local community visit the nursery.
- The manager effectively reflects on the provision to continue to make improvements. The views of parents, staff and children are gathered to enhance children's learning experiences.
- At times, some staff miss opportunities that arise to precisely focus on introducing new vocabulary, to extend children's language skills even further.
- Supervision and performance management is not sharply focused to help the good-quality teaching improve to the highest level.

## What the setting needs to do to improve further

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

- strengthen opportunities for all staff to focus more precisely on introducing new vocabulary and making the most of opportunities that arise to extend and challenge children's language development
- build on the existing arrangements for monitoring and supervising staff to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with staff, parents and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of staff recruitment, staff training and professional development and the evaluation process.
- The inspector viewed children's records and discussed how staff monitor and assess children's progress.

### Inspector

Amy Mckenzie

## Inspection findings

### Effectiveness of leadership and management is good

The manager and staff have a good understanding of their role in helping to keep children safe. They are confident about what action to take if they have any concerns about a child's welfare. Strong recruitment and induction arrangements help to ensure that staff are suitable and have a clear understanding of their roles. Safeguarding is effective. The manager monitors staff's performance and supports their professional development. Staff use their new knowledge and skills effectively, such as when introducing more opportunities for children to draw and paint on a larger scale, to support all children's interest in early literacy. A good sense of community has been created for parents. This is illustrated when parents regularly meet to offer each other support and advice. Parents also frequently spend time in the classroom, reading with their child and others. There are strong systems in place to share information with local schools. This helps to promote continuity in children's care and learning and supports children's emotional well-being.

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

Staff work very well together as a team to provide an interesting and nurturing learning environment, where children show a positive approach towards learning. Resources are easily accessible to children and they have plenty of time to engage with self-chosen activities. Children thoroughly enjoy imaginative play. They show this as they pretend to cook in the kitchen and peel real Brussel sprouts. Children delight in singing songs and playing musical instruments. For instance, on the day of the inspection, children visited a local adults' community centre to sing Christmas carols. This supports their personal development, confidence and creativity.

### Personal development, behaviour and welfare are good

Staff implement effective settling-in procedures and a good key-person system to help children settle quickly and develop a sense of belonging. Children are well listened to and their views are highly valued by staff. They frequently receive praise and encouragement from staff. This helps them to develop high self-esteem and a positive view of themselves. Children have very good opportunities to be independent. Children show this when serving their own snack and washing up after themselves. Staff effectively help children to develop their physical skills and be active. For instance, they enjoy dancing and moving their bodies to music. Staff successfully encourage children to learn about the wider, diverse world in which they live. This is evident when staff teach children about different festivals and help them to recognise and value differences in themselves and others.

### Outcomes for children are good

Children are enthusiastic learners with high levels of curiosity and motivation. Children, including those with English as an additional language, make good progress in their learning and most are working at the typical level of development for their age. Children have good concentration and listening skills. They behave well and enjoying playing collaboratively. Children are developing the key personal and social skills needed for their next stage in learning, such as school.

## Setting details

<b>Unique reference number</b>	EY478428
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10076044
<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>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Jack in the Box Montessori School Limited
<b>Registered person unique reference number</b>	RP908355
<b>Date of previous inspection</b>	10 May 2016
<b>Telephone number</b>	02088118099

Jack in the Box Montessori School Limited re-registered in 2014. It is located in Shepherds Bush, in the London Borough of Hammersmith and Fulham. The nursery is open from Monday to Friday, during school term times. Sessions are from 9am to 2.45pm. The nursery employs four staff, including the manager, all of whom hold appropriate early years qualifications from level 5 to level 2. The nursery operates in line with the Montessori ethos. The nursery receives funding to provide free early education to children aged three and four years.

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