

Ladybird Montessori School

224 The Scout Hall, Sheldon Avenue, LONDON N6 4ND



Inspection date	23 January 2019
Previous inspection date	5 February 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		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not make assessments of children's progress and assess gaps in their learning and development.
- The manager is still in the early stages of fully embedding a process for staff supervision.
- Safer recruitment procedures need to be embedded and completed in a timely manner.

It has the following strengths

- The management team is dedicated to making improvements within the nursery. Through self-evaluation, managers have identified the weaknesses in the nursery and show a commitment to implementing change.
- Parents are happy with the care their children receive. They comment positively on how the nursery welcomes their views and the open communication they have with the nursery.
- Staff provide children with a variety of opportunities to develop their mark-making and writing skills.
- Staff consider children's interests and views when planning activities for learning.

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 the progress of both individuals and groups of children is more accurately assessed and monitored to identify gaps in their learning and development	25/03/2019
ensure that there are robust recruitment procedures and regular checks to ensure the ongoing suitability of staff.	25/03/2019

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

- build upon new systems for supervision to develop the skills and knowledge of staff.

Inspection activities

- The inspector spoke to members of staff at appropriate times during the inspection and held meetings with the nursery management team.
- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector examined documentation, including a representative sample of children's assessments, staff records and the nursery's public liability insurance.

Inspector
Bethany Patrick

Inspection findings

Effectiveness of leadership and management requires improvement

The managers have not addressed the recommendation regarding the assessment of children's progress from the last inspection. As a result, some children do not make the best progress possible. Staff understand their responsibilities to protect children and know how to report any concerns about children's safety and well-being. Despite this, until recently the management team has not consistently followed a safer recruitment process when recruiting. A more robust procedure for safer recruitment has been introduced but needs to be fully embedded. Weaknesses in the monitoring of staff performance through supervision mean that managers miss opportunities to identify possible training needs. A new management structure has been put in place, and managers have completed a rigorous self-evaluation process that pinpoints what changes need to be implemented at the nursery. Parents' and children's views have been welcomed as part of this process.

Quality of teaching, learning and assessment requires improvement

Staff obtain relevant information from parents about their children's development when they start at the nursery. However, staff do not follow this with assessments of progress, to help identify gaps in learning. Children are active and develop their small-muscle skills needed for writing. For example, they use a variety of materials to practise their writing skills, including pencils, paints and messy play. Children who speak English as an additional language are supported in developing their communication skills. For example, staff sing songs regularly and repeat words for children to hear. Staff provide children with opportunities to take the lead in their play and develop their learning from the interests they show and speak about.

Personal development, behaviour and welfare require improvement

Children are happy and secure within the setting. They arrive excitedly and have trusting relationships with the staff. Children behave well. Staff support the children in learning to share and take turns. They teach them to care about others' feelings, both at nursery and in the wider community. Children are encouraged to wash their hands before snack time, helping them to learn about self-care skills. Staff support the children in understanding about risk. For example, children complete risk assessments alongside the staff to identify any potential dangers before going into the nursery's forest school. Parents shared their views during the inspection, and said that they are happy with the care their children receive and the support families get from the nursery staff.

Outcomes for children require improvement

Weaknesses in the assessment of children's learning mean that they do not make the best possible progress from their starting points. However, children are broadly working at typical levels of development for their age across the areas of learning. Children have good listening skills and follow instructions well. They are given opportunities to develop their skills to help prepare them for school. For example, regular mathematical language is used in the nursery and children develop their self-care skills.

Setting details

Unique reference number	140432
Local authority	Haringey
Inspection number	10063373
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	11
Name of registered person	Niclar Limited
Registered person unique reference number	RP524545
Date of previous inspection	5 February 2016
Telephone number	0207 586 0740

Ladybird Montessori School registered in 1990. It is situated in a residential area in Highgate, in the London Borough of Haringey. The nursery is open Monday to Friday from 9.30am to 12.30pm, during term time only. It employs four permanent members of staff working with the children. All of these hold appropriate early years childcare and Montessori qualifications. The nursery follows the Montessori philosophy of education.

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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