

# Dolphin Montessori School

Luther Tyndale Church Hall, Leighton Crescent, London NW5 2QY



<b>Inspection date</b>	29 January 2019
Previous inspection date	27 January 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

- The manager and staff are very caring and enthusiastic. They work tirelessly to provide children with a safe and interesting place to play and learn. The manager regularly evaluates the quality of the nursery, and uses the views of staff, parents and children to make changes which drive forward improvements.
- Parents are exceptionally complimentary about the warm, caring, nurturing atmosphere the staff provide and the progress they see their children make. They comment on the numerous ways they are kept up to date with their children's development and say they feel 'very lucky' to be part of the nursery.
- Teaching is of a high quality. Staff provide a wide range of exciting activities to enthuse and motivate children to learn. Children are keen learners.
- Equality and diversity are promoted very well. Children learn about other families' home experiences and beliefs. Parents are encouraged to share festivals, food, songs and stories from their home cultures.
- Children are kind and considerate towards one another, for example children offer comfort to others who are upset and bring them a drink of water. Children are beginning to form friendship groups and seek out others to share experiences with.
- On occasions, some adult-led activities do not hold all children's attention as well as they could and children quickly lose focus and wander off.
- Staff follow children's interests well. However, at times they do not extend activities precisely enough to ensure children make outstanding progress.

## What the setting needs to do to improve further

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

- review and strengthen adult-led activities to ensure they consistently meet the needs of all children
- reflect and adapt ways in which staff encourage children to use their thinking skills, and provide challenge in activities to enable children to make even better progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are confident about the signs that may alert them to any concerns for a child's welfare and are aware of the procedures to follow. The manager implements a robust recruitment and supervision process. Staff benefit from regular training opportunities to build their skills and knowledge. For example, they have recently undertaken training to support children's physical development through movement and play, which has led to changes in practice. Children's progress is monitored and the manager analyses the progress of individual children and groups to identify any gaps in learning. Staff liaise regularly with parents and other professionals to provide a consistent approach to supporting children's specific needs.

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

Staff gather useful information from parents when children start at the nursery and use this, along with their own observations, to establish starting points. They continue to monitor children's progress well, observing children as they play and carrying out regular assessments. This information is effectively used to plan children's next steps in learning or to create specific plans for children with special educational needs and/or disabilities. Staff support children's communication and language well, especially those who speak English as an additional language. For example, they offer a translation in their home language, play alongside children while giving an interesting narrative and use some sign language. Children's understanding of mathematical concepts is well supported. They count as they play and work out how many instruments they need during the music session.

### Personal development, behaviour and welfare are good

Children are confident and independent. This demonstrates a secure sense of belonging and emotional well-being. Children freely explore the environment inside and outdoors. They make choices from a variety of resources and use their imaginations as they play. For example, during the inspection, in the outside mud kitchen, children made strawberry soup for lunch using sand and bits of twigs. Staff effectively support a healthy lifestyle. Children know they need to wash their hands before eating, enjoy healthy snacks and get plenty of fresh air in the well-resourced garden. Children's physical development is well supported. They enjoy riding on trikes, running in the garden and stretching and learning about new ways to move during play sessions. Children are well supported in learning about taking risks safely, for example as they climb trees in the woodland walk and climb a ladder to ring the bell and get everyone's attention.

### Outcomes for children are good

Children are learning skills which will enhance their move on to the next stage of learning and eventually school. Older children practise writing their names and younger children are learning to identify their own name as they self-register. Children of all ages enjoy carrying out tasks for themselves, such as pouring their own milk and helping to set the table for snack time.

## Setting details

<b>Unique reference number</b>	100610
<b>Local authority</b>	Camden
<b>Inspection number</b>	10072237
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Limtouch, Carole
<b>Registered person unique reference number</b>	RP513497
<b>Date of previous inspection</b>	27 January 2016
<b>Telephone number</b>	020 7267 3994

Dolphin Montessori School registered in 1992. The nursery employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one holds level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for three- and four-year-old children.

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