

# Kush Montessori

190 196, Deptford High Street, London SE8 3PR



<b>Inspection date</b>	11 December 2018
Previous inspection date	26 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
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

- There is a breach of requirements regarding food safety. All staff involved in preparing and handling food have not received training in food hygiene.
- Staff do not always extend children in their learning to help them make further progress.
- Staff provide limited opportunities for children to develop skills in early writing.
- Sometimes, staff do not give children space to explore and develop confidence in their own abilities.
- Although staff are aware of children who are behind in their learning, the strategies to help them are still in early stages.

### It has the following strengths

- Staff supervise children throughout the day as they play. Staff are vigilant and on hand to help children with their personal care and self-help skills. For example, by wiping runny noses and helping children with handwashing and putting on their shoes and coats.
- Positive relationships between staff and children have been established. Successful staff induction processes have enabled new children to form secure attachments with new staff members. Children are happy and settled.
- Parents are happy about the quality of care that their children receive at the nursery. They feel well informed about how their children are developing, and they work closely with staff to help support children in their learning.
- Staff keep their knowledge of fire safety up to date through regular training. Leaders have worked closely with fire safety officers to address previous weaknesses and to improve fire safety procedures.

## 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 all staff involved in preparing and handling food have received training in food hygiene.	11/03/2019

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

- plan further challenging activities and experiences to extend children's learning
- identify ways to support staff to strengthen their skills in interacting with children, in order to help their learning
- extend the range of opportunities for children to develop their early writing skills.

### Inspection activities

- The inspector observed activities and the quality of interactions between children and staff.
- The inspector carried out a joint observation with the deputy manager.
- The inspector carried out a meeting with the manager to discuss how the nursery is led and managed.
- The inspector checked a sample of the policies and documents.
- The inspector spoke with staff about a range of safeguarding matters.
- The inspector held discussions with parents and took account of their views.

### Inspector

Jenny Griffiths

## Inspection findings

### Effectiveness of leadership and management requires improvement

Partnerships with parents are strong. Leaders are particularly sensitive to the personal, social and emotional needs of children and their families. Staff link with external agencies to organise additional help and support for families in need. Safeguarding is effective. When recruiting, leaders thoroughly check the suitability of staff. Staff understand a range of safeguarding matters and know whom to report any concerns to. Leaders tackle some weaknesses through staff supervisions, staff meetings and training adequately. The previous actions and recommendations from the last inspection have been addressed. Current processes for monitoring and evaluating are at an early stage of development. There is work to be done urgently to ensure the setting addresses training for staff on food safety hygiene.

### Quality of teaching, learning and assessment requires improvement

Staff observe how children develop and plan suitable next steps for their learning. Staff understand how babies communicate and support their understanding well. Older children learn about road safety as staff remind them to stop and look before crossing the road. Staff help familiarise children with the local environment and talk about what they can see while walking. Children enjoy drawing and staff talk to older children about the letters in their name. Staff discuss shapes as children play with dough. However these activities are not further developed and staff do not always help children to extend their ideas and progress their learning.

### Personal development, behaviour and welfare require improvement

Children enjoy a range of healthy food and drink. When playing, children are reminded to have a drink when they feel thirsty. On occasions, staff interrupt children's play to do this, which hinders their enjoyment and learning. Risk assessment processes are effective. Children are encouraged to be active. Older children enjoy being physical in the soft-play area and enjoy going for local walks. Babies happily pull themselves up while holding onto furniture. Children are mindful of each other and negotiate space well. Although staff closely supervise children, they do not always allow children to freely explore and, sometimes, children become frustrated.

### Outcomes for children require improvement

Children develop some skills for their future learning. Babies are confident to express their needs and emotions. They communicate using gestures, sounds and single words freely. Children move around confidently and choose where they wish to play. They engage in pretend play as they pretend to iron and they enjoy handling their favourite books. Children listen and respond with relevant comments when asked questions about stories and events. Skills in early writing are less developed and some children are working below typical levels of development. Toddlers and older children develop their physical skills as they climb, slide, jump and throw balls. Children enjoy completing puzzles.

## Setting details

<b>Unique reference number</b>	EY501207
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10076674
<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>	1 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Idris Mahama, Aisha Nadia
<b>Registered person unique reference number</b>	RP904987
<b>Date of previous inspection</b>	26 June 2018
<b>Telephone number</b>	02036636013

Kush Montessori registered in 2016 and is located in the London Borough of Lewisham. The setting also offers an after-school service. It is open Monday to Friday all year round from 7.30am to 6pm. The nursery employs nine members of staff, eight of whom hold suitable childcare qualifications.

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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