

# Rocks Lane Montessori Chiswick

Rocks Lane Multi-Sports Centre - Chiswick, 60 Chiswick Common Road,  
London, Middlesex W4 1RZ



<b>Inspection date</b>	9 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The provider and manager are dedicated and passionate and have high expectations for all the children attending. They continually identify and address areas for development. They make rapid ongoing improvements to enrich children's learning experiences. For example, following recent training in forest-school techniques, they are developing their garden to build on opportunities for children to learn outside.
- The nursery environment is exceptionally well planned and stimulating. Children access a range of exciting opportunities that cover all areas of learning and captivate their curiosity. They are keen to participate in activities. For example, children rush to join in with the volcano experiment and shout with glee when the 'lava' erupts from the top.
- Parent's talk positively about the nursery. They talk enthusiastically about how their children enjoy coming to the nursery and how friendly the staff are. They are given ample opportunities to share information about children's learning and care needs.
- Children enjoy their time at the nursery. They are inquisitive, confident and friendly. Children have developed strong attachments with the staff and are secure and settled in their environment. Staff are extremely nurturing towards the children, offering them a great deal of affection and care. Children bring flowers for staff and regularly lean in for a cuddle, which staff are always ready to give.
- Children's mathematical skills are exceedingly well supported at the nursery. Staff seamlessly blend learning about shapes, fractions and numbers into daily activities.
- Despite the short time the nursery has been open, children make good progress. They are achieving the levels of development that are typically expected for their age and some exceed these. Children who need extra help to close gaps in their learning benefit from targeted teaching that helps them to swiftly progress.
- The nursery has not made the most of all opportunities to build links within the local community and children's future schools.

## What the setting needs to do to improve further

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

- continue to build on opportunities for children to learn outside
- strengthen bonds with the local community and other providers to further support children's transition to the next stage of their learning.

### Inspection activities

- The inspector spoke with parents and took into account their views.
- The inspector viewed documentation during the inspection, which included safeguarding policies, staff suitability checks, children's tracking documents and the setting's main policies and procedures.
- The inspector conducted a joint observation with the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff and children at appropriate times during the day.

#### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of the different ways in which they need to keep children safe. They know what steps to take if they have a possible concern about a child's welfare, and they know whom they should contact in these circumstances. The provider ensures all staff have regular safeguarding training and that their knowledge and understanding is always up to date. For example, they have quizzes at staff meetings. There are clear recruitment and vetting procedures in place to check staff suitability, and the thorough induction programme enables new staff to be fully supported. The provider and manager monitor staff performance extremely well. For example, they regularly observe staff practice, have supervision sessions and have opportunities to talk daily. Staff have access to an extensive range of training opportunities to improve the quality of their interactions with children.

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

All staff are experienced and skilled and have a deep understanding of children's individual needs. They complete detailed observations and assessments and use these to plan for the next steps in children's learning. This enables them to firmly build on what children already know and can do successfully. Staff get to know children exceedingly well and provide exciting and challenging activities that reflect their interests and seek to challenge their thinking. For example, children discuss different animals and the continents they come from. Staff support children's language and communication skills remarkably well. For instance, staff use new words, such as the names of three-dimensional shapes. They ask interesting questions and give children time to think about their answers. Children have ample opportunities to build on their literacy skills. Younger children join in with their favourite songs and use story boxes to re-enact familiar stories. Older children use their knowledge of letters and the sounds they represent to build words and write. The quality of teaching across the nursery is excellent.

### Personal development, behaviour and welfare are good

Staff are good role models. They are calm and kind, showing respect for one another and the children. Staff help children understand about taking turns and sharing. They use age-appropriate strategies to support children's behaviour. Some older children demonstrate care for others in their play. For example, one child offers her 'hot muffins' to staff and her friends as they play in the role-play shop. Staff encourage children to become independent learners. They make choices about the resources they use and carry out small tasks for themselves, such as cutting fruit for snack and pouring their own water. Children learn about people who are different to themselves. For example, parents come in to talk about different festivals.

### Outcomes for children are good

Children are highly motivated and eager to join in. They speak and initiate conversations to share their thoughts. Children are keen and enthusiastic learners. They continuously develop skills that prepare them well for the next stage in their learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY558815
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10092921
<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>	Sessional day care
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Bolton, Laura
<b>Registered person unique reference number</b>	RP558814
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07917 071364

Rocks Lane Montessori nursery registered in 2018 and operates in Chiswick, in the London Borough of Hounslow. The nursery is open Monday to Friday from 8.30am to 4pm during term time only. The nursery currently employs five staff, all of whom hold an early years qualification at level 4 or above. The nursery follows the Montessori philosophy of education. They accept funding for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

