

Ealing Green Montessori School

Welsh Presbyterian Church, Ealing Green, LONDON W5 5EN



Inspection date	12 July 2019
Previous inspection date	15 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 provider, who is also the manager, regularly reviews all aspects of the setting and is ambitious and dedicated to making ongoing improvements. Self-evaluation is effective and includes the views of parents, children and staff. Steps taken by the manager to improve the quality of the provision are planned carefully and monitored regularly for success.
- Staff know the children well and provide good support for their welfare and personal development. Consequently, children are confident, happy and form secure emotional attachments with their key person and other members of staff.
- Staff use a range of ways to monitor children's learning, including observations of child-initiated and adult-led play and assessment. The manager regularly monitors the development of children across the school to ensure that any gaps in learning are closing quickly.
- All children have good opportunities to develop their physical skills. For example, they negotiate age-appropriate equipment to jump and climb, and ride wheeled toys with confidence.
- At times, staff do not give children clear support on how to behave or remind them of what is expected.
- Although most parents are provided with enough information about their children's learning, there are instances where this is not consistent so that all parents are able to support their children's development at home.

What the setting needs to do to improve further

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

- provide children with more consistent support, to increase their understanding about what is expected of them and the consequences of their actions
- strengthen strategies to engage all parents in their children's learning and development.

Inspection activities

- The inspector looked at children's records and at observations, assessments and planning documents.
- The inspector held discussions with the staff and observed their interactions with children, indoors and outdoors, during the inspection.
- The inspector looked at a range of documentation, including the setting's safeguarding policy and evidence of the suitability of adults working in the provision.
- The inspector completed a joint observation of an activity with the manager and held discussions about children's learning.
- The inspector spoke to parents to gather their views about the setting.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

The manager and staff have a good understanding of the procedures to follow if they have any concerns regarding children's welfare. Staff keep the setting safe and secure by risk assessing all areas of the provision. Staff supervise children well both indoors and outdoors. This further contributes to the safety of children. Safeguarding is effective. The manager follows good recruitment procedures to ensure all staff have completed suitability checks and are appropriately qualified to work with children. She monitors their ongoing effectiveness through regular supervisory meetings. The manager invests in staff's professional training and development. She encourages them to use what they learn to help improve their practice and outcomes for children. Staff work with other providers and professionals to ensure they gather all required information and advice, so they can provide individual programmes of support for children with special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff are experienced and have a good understanding of how children learn and develop. Activities are well planned and matched to the ages and stages of children's individual development and in line with their next stage in learning. Staff purposefully sit and play alongside children, for example in their cooking role play. Staff have created a culture that celebrates diversity. They support children's speaking skills extremely well, including those who speak English as an additional language. Staff read stories, sing songs and give explanations to children fluently in English, French and Japanese. They also encourage young children to explore and develop their curiosity. Younger children eagerly take part in a variety of sensory experiences, where they investigate different textures, such as pebbles, water, play dough and soil.

Personal development, behaviour and welfare are good

Staff are positive role models and help children learn to care and respect each other. They know the children well and meet their care needs promptly. They comfort children who get upset with cuddles and reassurance, which helps children to develop good, close and trusting relationships with their key person and other staff. Children confidently extend their physical skills. They use a variety of kitchen utensils to mix soil and water in the mud kitchen outside in the fresh air. Staff develop children's self-help skills effectively. For instance, children learn how to manage their personal hygiene, put on their indoor shoes and help to set up before lunch. Staff provide good opportunities for children to learn about healthy eating and offer a suitable range of snacks and meals that meet children's individual dietary needs.

Outcomes for children are good

Children make good progress from their starting points. Younger children express themselves with enthusiasm as they sing songs, paint pictures and pretend to read books. Children have ample opportunities to develop their writing skills as mark-making tools are skilfully arranged throughout the setting. They develop good mathematical skills as they play with building blocks, identifying and counting the shapes as they play. Children are well prepared with the skills they need for starting school.

Setting details

Unique reference number	EY438107
Local authority	Ealing
Inspection number	10106576
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	45
Number of children on roll	48
Name of registered person	Creative Minds Nurseries Limited
Registered person unique reference number	RP531166
Date of previous inspection	15 December 2015
Telephone number	02085792357

Ealing Green Montessori School registered in 2011 and is situated in Ealing Green, in the London Borough of Ealing. It is open during term time, from 8am to 6pm, five days a week. The provider receives funding for the provision of free early education to two-, three- and four-year-olds. The provider employs seven members of staff. Of these, one holds a relevant early years qualification at level 6, and five hold qualifications at levels 2, 3 and level 4. The setting uses the Montessori approach.

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