

# Mandarin Ducklings Bilingual Montessori Nursery Marble Hill

One O'Clock Club Building, Marble Hill Park, Richmond Road,  
Twickenham, Middlesex TW1 2NL



<b>Inspection date</b>	15 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children enjoy regular access to well-resourced outdoor areas, as well as use of the park and woodland next to the setting. Staff plan exciting outdoor activities that challenge children, and the good use of these areas helps to promote children's physical development and understanding of the natural world.
- The manager has developed a personalised training programme for each member of staff in order to further improve their knowledge and practice.
- Parents are complimentary about the nursery. Staff invite parents to meetings to discuss their children's good progress and they also have daily discussions. All children make good progress from their starting points.
- Staff build strong and trusting relationships with children. Children enter the nursery happily and enjoy their time there. They are confident to ask for help and to share their ideas.
- The nursery cook provides well-balanced and nutritious meals, often using produce grown by the children on the nearby allotment area. Children enjoy these meals and they support their understanding of the importance of leading a healthy lifestyle.
- Although the manager and staff evaluate the provision well overall, they do not consistently consider the views of parents.
- There are systems for communicating with parents about their child's next steps. However, these do not provide the information they need to enable them to fully support and extend children's learning at home.

## What the setting needs to do to improve further

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

- enhance opportunities to build partnerships with parents in order to extend and share learning opportunities at home
- develop opportunities for parent feedback in order to inform a more thorough evaluation of the setting and raise standards.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside, and the impact this has on children's progress.
- The inspector spoke with management and staff at appropriate times during the inspection.
- The inspector engaged in a joint observation with the manager.
- The inspector met with the manager and sampled various documents, including evidence of staff suitability, children's records and assessment documentation, and evidence of the progress that children make.
- The inspector spoke with parents and children and took account of their views.

**Inspector**  
Claire Hunt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns for children's welfare. Staff deploy themselves well to help ensure that children are appropriately supervised. They carry out daily risk assessments to make sure that any potential hazards to children are minimised. Children assist with these risk assessments and enjoy this responsibility. Leaders ensure that the curriculum is challenging and interesting for children. The progress of groups of children is monitored effectively to ensure that all children make good progress from their starting points. For example, twigs, leaves and other natural materials were used to make natural paintbrushes in order to capture boys' interest in expressive art and design and raise their achievement in this area. Partnerships with external agencies are good and ensure that children receive the support they need, including children with additional needs.

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

Staff undertake regular observations of children at play and use these to assess children's needs and address any gaps in their learning. Children are encouraged to make independent choices and select from a wide range of resources. They read stories, take part in imaginative role play and arts and craft activities. Staff are adaptable and creative in their planning to take into account children's changing interests. For example, children's interest in pets is used to create a veterinary surgery role-play area. Children care for toy pets and use a blackboard to record and diagnose their illnesses. Children have the opportunity to learn about similarities and differences between themselves and others. For example, they learn about cultural and religious celebrations such as Chinese New Year, Easter and Thanksgiving. The resources on offer reflect the diverse community in which children live.

### Personal development, behaviour and welfare are good

Children enjoy a stimulating environment both indoors and outdoors where they feel safe and happy. Staff encourage appropriate independence skills, for example they enjoy preparing snacks for their friends and are aware to wash their hands before lunch and snack time. Children develop their confidence by taking part in performances of ballet and drama to an audience, and enjoy these challenges. Staff promote positive behaviour and support children to recognise and understand their feelings. For example, they use activities such as yoga and mindfulness to support children in increasing their self-awareness and to help them regulate their emotions.

### Outcomes for children are good

All children develop the key skills required to prepare them for the move on to their next stage in learning. Children develop their early literacy and numeracy skills well. For example, staff use creative ways to capture children's interest in writing, such as using sticks in sand, chalk and electronic white boards. Older children are prepared well for school, for example by taking part in small-group activities with a focus on phonics and early literacy. Younger children confidently investigate objects and identify their colours and shapes correctly.

## Setting details

<b>Unique reference number</b>	EY540467
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10099423
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Mandarin Ducklings Education Limited
<b>Registered person unique reference number</b>	RP540466
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07789764086

Mandarin Ducklings Bilingual Montessori Nursery Marble Hill registered in 2017 and is situated in Twickenham, in the Royal Borough of Richmond upon Thames. The nursery operates 50 weeks a year from 8am to 4pm from end of October to March and from 8am to 6pm from April to October. It receives funding for the provision of free early education for children aged three and four years. There are 10 staff who work directly with the children, including the provider and the manager, all of whom hold relevant qualifications.

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