

Maytime Montessori Nursery

341 Cranbrook Road, Ilford, Essex IG1 4UF



Inspection date	7 August 2019
Previous inspection date	2 June 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
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

- Staff deployment and the key-person arrangements are not effective. This means that some children, particularly toddlers, do not experience continuity in their care and learning. Additionally, staff-to-child ratios are not consistently met at the start of the day.
- The quality of teaching is not consistently good. Some children have too many interruptions to their play and some teaching frequently misses the opportunity to extend and challenge children's learning. This means children do not make the progress of which they are capable.
- Staff coaching and monitoring arrangements are not strong enough to help raise the quality of teaching to a consistently good level.
- Self-evaluation does not prioritise and address the key areas of weakness effectively.

It has the following strengths

- Overall, children are happy and enjoy their time at nursery.
- Babies' language development and wider learning are well supported. They settle quickly and have good attachments to the staff. They laugh and show confidence as they explore and play.
- Older pre-school children have frequent opportunities to make choices about their learning. For example, they vote and choose which activities they wish to play with.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve staff deployment and the effectiveness of the key-person system, particularly in the toddler room, to ensure that children experience greater continuity in their learning, and that staff-to-child ratios are consistently met throughout the day	04/09/2019
improve the quality of teaching for toddlers and younger pre-school children, and ensure that staff consistently engage in good-quality interactions that extend and challenge their overall learning.	04/09/2019

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

- strengthen the arrangements already in place to monitor staff performance and provide support and training to address the inconsistencies in teaching
- refine the self-evaluation process to address the key areas identified for improvement effectively.

Inspection activities

- The inspection was prioritised because of a number of concerns about how staff are meeting children's individual needs.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to a number of staff, parents and children and considered their views.
- The inspector completed joint observations with one of the managers.
- The inspector looked at a sample of relevant documentation, such as staff suitability checks and qualification certificates.

Inspector

Amy McKenzie

Inspection findings

Effectiveness of leadership and management requires improvement

Staff deployment and key-person arrangements do not successfully support children's personal and emotional development and overall learning. For example, children have to move rooms to meet ratio requirements and staff have to leave their key children to work in other rooms. This means that children do not experience consistency in their care. Although the managers regularly supervise staff, the systems in place are ineffective in raising the quality of teaching to consistently good across the provision. The management team carries out checks to help ensure staff are suitable for their roles, and staff complete an induction to help them understand their duties. Furthermore, staff are supported to keep their safeguarding knowledge up to date and to understand their responsibilities to keep children safe. Safeguarding is effective. Although some parents commented on the high staff turnover, generally their view was that their children enjoy attending.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some teaching, particularly of toddlers and younger pre-school children, is not alert to times when children need support to extend their learning. This is evident when staff do not ask children about their creations and do not support them to explore their own ideas during play. Additionally, younger pre-school children have too many disruptions in learning. This was apparent, for example, when all children had to go to the toilet when one child needed to go, and when staff had to swap over several times due to ineffective staffing arrangements. Such disruption has a negative impact on children's concentration and involvement in their learning. Reflecting stronger teaching, young babies enjoyed activities such as finding animals in shredded paper and experimenting to make sounds with pots and pans. This supports their emerging communication skills and imagination. Older pre-school children enjoyed making predictions and having discussions about why objects sink and float. This supports their growing understanding of the world.

Personal development, behaviour and welfare require improvement

As a result of weaknesses in staff deployment and the key-person system, not all staff know children's needs and next stages of learning as well as they should. This means that they are not in a position to support children's spontaneous learning when opportunities arise. Strengths in the provision include the work of staff to seek relevant information from parents when children start, to help them settle with ease. Children show appropriate levels of independence and have daily opportunities to play outdoors in the well-equipped nursery garden. This supports children's physical development and contributes to them adopting healthy lifestyles.

Outcomes for children require improvement

Children make steady progress and develop some key skills in readiness for their next stage of learning, including school. However, due to the inconsistencies in the quality of teaching and frequent changes of staff, children's learning is not fully supported to help them make the best possible progress. Even so, children are confident to talk to new people. They show good listening skills, behave well and enjoy singing songs.

Setting details

Unique reference number	128514
Local authority	Redbridge
Inspection number	10118855
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	59
Number of children on roll	55
Name of registered person	Mr John and Mrs Mary O'Mahoney Partnership
Registered person unique reference number	RP523843
Date of previous inspection	2 June 2014
Telephone number	020 8554 3079

Maytime Montessori Nursery registered in 1992 and is situated in Ilford, in the London Borough of Redbridge. It is one of a group of four privately owned settings. The nursery opens Monday to Friday all year round, except for a week at Christmas and on bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for children aged two, three and four years. It employs 15 members of staff, all of whom hold appropriate early years qualifications between level 6 and level 2.

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