

Inspection of Milkshake Montessori School

131 Warren Road, Twickenham, Middlesex TW2 7DJ

Inspection date: 6 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are motivated learners and enjoy the time they spend at the nursery. The manager and senior leaders are thoughtful and strive for the nursery to do well. Staff provide interesting resources which are mainly effective in supporting the progress of children of different ages, including babies. Children enjoy themselves performing balancing tasks or sitting in a large sandpit creating their own stories, for example. They love playing games such as 'Duck, Duck, Goose', running around the circle to catch a friend. Children are happy, calm and very well behaved. Staff support them with gentle reminders about 'kind hands and voices', and children show consideration towards each other. They grow in independence and take responsibility for managing their play. For example, they help the staff to manage the risk assessments in the nursery to ensure that the equipment is safe. Staff on the management team have high expectations and are ambitious for all children to achieve well. There is a strong sense of community, and staff work in close partnership with a range of services to ensure that all children and families receive the support they need to make good progress. Children are well prepared for their next stage of education.

What does the early years setting do well and what does it need to do better?

- Staff plan for children's learning across all areas of development, and children excitedly join in with different activities. However, sometimes, staff do not use their observations and monitoring to build on and extend children's thinking and challenge them even further.
- Staff strongly promote children's communication skills by reading stories together inside and outside. For example, they acted out 'We're Going on a Bear Hunt' as the children moved around the garden together. Staff implement specific activities to enhance children's speech and language development. This is having a positive impact, particularly for children who have difficulties in this area.
- Parents speak highly of the care and support that families receive from staff at the nursery. Staff work closely with parents to ensure that children, including those with special educational needs and/or disabilities, make a strong start to their learning. Parents receive newsletters and information which encourage them to try some activities at home with their children. For example, they have recently made 'family books' which children shared with their friends at circle time. Observations of their children are sent home online to parents to keep them informed about what their children are doing in the nursery.
- Children who speak English as an additional language and their families are fully supported to help them gain a quick grasp of key words and vocabulary. Children enjoy learning about different cultures and countries from around the

world to widen their experiences and awareness.

- Staff receive high levels of support from the management team to help them reflect on their teaching. They are regularly supervised and use peer observations between the staff to help improve their practice. They attend regular training and team meetings to plan for their professional development, to increase their knowledge and understanding.
- Staff provide a range of healthy and nutritious meals and snacks. Children help prepare the snack by chopping the vegetables and fruit. The staff and children discuss the importance of eating a healthy variety of food, and staff remind children to wash their plates and cutlery when they have finished.
- Physical challenges are presented to children of different ages to develop their large-muscle skills and encourage them to take risks. For example, children climb the different-textured bridges or creep through the tunnels.
- Children are confident and have a good understanding of their daily routines. They play well together and staff offer them praise and encouragement. The manager and senior staff care deeply about the staff's and children's emotional well-being. Staff have had recent training on this; they talk to the children about how they are feeling and take steps to ensure that all children are included.

Safeguarding

The arrangements for safeguarding are effective.

All staff know how to identify signs that would give them cause for concern about a child's welfare. They understand the procedure to follow to refer any concerns in order to ensure that children are protected from harm. They confidently describe the action they would take if they had concerns regarding a colleague's practice. Staff undertake safeguarding training and receive regular information to ensure their knowledge remains up to date. Appropriate security systems are in place, including the signing in of any visitors and intercom access to the building.

What does the setting need to do to improve?

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

- make better use of observations and tracking of children's progress to build on and extend their experiences as they play.

Setting details

Unique reference number	EY541085
Local authority	Richmond Upon Thames
Inspection number	10100242
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	0 to 4
Total number of places	45
Number of children on roll	56
Name of registered person	Milkshake Montessori Limited
Registered person unique reference number	RP541084
Telephone number	0208 894 3113
Date of previous inspection	Not applicable

Information about this early years setting

Milkshake Montessori School registered in 2017. It is located in Twickenham, in the Royal Borough of Richmond. The nursery operates Monday to Friday, with different sessions between 8am and 6pm, mainly term time. The nursery employs 15 staff who work with the children, eight of whom hold qualifications at level 3 and above. Of these, four members of staff have level 6 qualifications, including early years teacher status and early years professional status.

Information about this inspection

Inspector

Linda Lockie

Inspection activities

- The inspector completed a learning walk with the manager. She observed the quality of teaching during the activities, indoors and outside, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector observed the staff and children as they played, and held discussions with them at appropriate times during the inspection.
- Parents talked to the inspector about their views on the nursery.
- The manager and senior leaders discussed the leadership and management of the nursery.
- The inspector sampled documentation, including staff's suitability checks and children's records.

We carried out this inspection 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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