

# Inspection of Newpark Montessori Nursery School

22 Seward Street, London EC1V 3PA

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Inspection date: 22 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy in the nursery, and have strong relationships with their key persons. Staff know their key children very well, and use this information, alongside their observations and assessments of children's learning, to plan effective and challenging next steps. Children, including those with special educational needs and/or disabilities (SEND), are enthusiastic learners who make good progress. Children gain the skills they need for the next stages in their learning, including when they move on to school. Staff have high expectations of the children and provide engaging activities to challenge their critical thinking. For example, the older children get involved in doing chemical experiments, where they learn to make rockets and learn how these go into space. Children begin to learn about our solar system and can name the planets. Babies develop good communication skills. They enjoy singing nursery rhymes, in English and Spanish, and exploring different sounds, using musical instruments.

Children are encouraged to learn how to meet their personal self-care needs independently, and this is reinforced through the Montessori approach of teaching. All staff members are trained to use this method of teaching to support the children in the setting.

Parents are personally welcomed into this friendly nursery, where staff provide a safe and inclusive environment. They have an in-depth knowledge of the cultural backgrounds of the children and their families. Staff support children in all areas of learning and development. Parents are kept informed about their child's achievements through the weekly communication books.

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

- The management team is experienced and committed to the best. It evaluates the setting well. Staff receive regular supervision sessions and coaching, and say their emotional well-being is supported effectively. Newly qualified staff and apprentices value the managers, who offer guidance, advice and expertise, and actively promote and model a team approach.
- Parents are complimentary about the 'nice and welcoming staff'. They commented that their children enjoy their time at the setting, and that they have 'grown in confidence' and 'made progress'. Staff share information with parents and give them ideas about how they can support aspects of their children's learning at home.
- Staff form good partnerships with parents and other professionals involved in children's care and learning. This helps to provide consistency, and supports children to develop their skills to make the best possible progress. Staff have an accurate picture of children's individual learning and act quickly to fill any gaps.

For example, one-to-one support is provided to help meet children's individual needs. As a result, children thrive with the help of sensitive interactions by the staff.

- Staff develop a sound knowledge of the children that attend the nursery. They undertake observations of children as they play, and take notice of their interests. Staff complete assessments of children's development. Parents are informed of their child's achievements at the end of every week.
- Children practise their independence skills from a young age. Babies begin to explore self-care as they are taught to clean their faces with a damp flannel after eating, and then putting the flannel in the wash pile. Older children know that they must wash their hands before and after eating, and after using the bathroom. They enjoy serving their own lunch and drinks. However, staff do not routinely teach children about the importance of handwashing after sneezing or blowing their nose. This means children are not encouraged to make the link between some self-care practices and good health.
- Children enjoy joining in group activities, such as circle time, story time and experiment time. However, sometimes children become distracted and frustrated, and articulate this through negative behaviours. Staff do not always fully engage children in purposeful play, especially during transitions from playtime to lunchtime
- Children's language skills are supported effectively. For instance, babies choose books for staff to read to them. Staff introduce new words to older children when playing and participating in experiments, such as 'dissolving', 'disappearing' and 'funnel'. This helps to expand children's vocabulary.
- The outdoor area is accessible to children each day. Children are eager to play outside and enjoy their time in the fresh air. They ride bicycles and demonstrate good physical skills. Children are reminded by staff to be aware of others, share, take turns and use the equipment safely.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff have a secure knowledge and understanding of child protection procedures and wider safeguarding issues. They are aware of signs that may indicate a child is at risk of abuse. Staff know how to respond and report any concerns about a child or an allegation against a member of staff. They access regular training to keep their knowledge and skills up to date. The provider implements robust recruitment procedures to ensure that staff are suitable to work with children. Staff are deployed effectively and ensure that the indoor and outdoor areas are safe and secure for children to play.

## What does the setting need to do to improve?

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

- ensure all children are continually engaged in challenging and purposeful play and learning experiences, including during transition times
- strengthen the implementation of hygiene procedures in order to routinely promote effective self-care among the children.

## Setting details

<b>Unique reference number</b>	EY452022
<b>Local authority</b>	Islington
<b>Inspection number</b>	10128525
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Newpark Childcare (Clerkenwell) Ltd
<b>Registered person unique reference number</b>	RP531891
<b>Telephone number</b>	02036179955
<b>Date of previous inspection</b>	30 May 2013

## Information about this early years setting

Newpark Montessori Nursery School opened in 2012 and is one of five nurseries privately managed by Newpark Childcare. It operates from a purpose-built residential development in the central development of Clerkenwell in the London Borough of Islington. There is one entrance to the nursery, which is via a pedestrian walkway between Seward Street and Pear Tree Street. The nursery is fully accessible for wheelchairs. It is open each weekday from 7.30am to 7pm, for 50 weeks of the year. The nursery supports children with SEND and children who are learning English as an additional language. It receives funding for the provision of free early education for three- and four-year-old children. There are 21 members of staff, including a manager, deputy manager and chef. All staff hold paediatric first-aid certificates.

## Information about this inspection

### Inspector

Sharmee Bhatt

## Inspection activities

- The manager and the inspector discussed the curriculum and the quality of teaching during a learning walk. The manager talked about what learning experiences they provide for children.
- Parents shared their feedback and experiences of the setting with the inspector.
- The manager and the inspector conducted a joint observation.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning and progression.
- The inspector spoke with staff and children during the inspection. She held a meeting with the provider, and reviewed a sample of records, policies and procedures

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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