

# Inspection of Lillington Montessori Nursery School

20 Chudleigh Road, London SE4 1JW

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Inspection date:

21 November 2019

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## **Overall effectiveness**

**Good**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

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's behaviour is superb. Overall, staff have very high expectations of all children. They are strong role models, who consistently promote good manners and encourage children to tidy away toys. Children thoroughly enjoy many trips, such as to the theatre and soft play centres. This helps to develop their sense of identity within the local community. Children eagerly recognise their name cards and pictures so that they have a strong sense of self and belonging from when they first arrive. Children feel safe and emotionally secure. They benefit from meaningful learning across all areas, including the key learning areas of Montessori. Over time, children learn how to use Montessori resources for their given purpose. For example, they concentrate as they keenly build a red tower. Staff use mathematical language remarkably well alongside children's play to further promote early mathematical skills, such as 2D and 3D shapes. Children develop an appreciation of diversity and respect for others. They enjoy making a positive contribution to society. For instance, they raise funds for charity, give donations to local charity shops and donate a Christmas box to families in need. Children thoroughly enjoy visits from local community officers and firefighters to help them recognise people who can help them.

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

- Overall, leaders share their vision and have high expectations of all staff. The manager regularly attends forums and manager meetings to keep her childcare knowledge up to date. Even though leaders and staff are highly qualified to deliver the curriculum, less emphasis has been placed on using highly focused professional development opportunities to enhance these skills further.
- Partnerships with parents and other professionals are successful. For example, staff visit children at home before they start, to help develop a positive relationship with their key child. Successful links with teaching staff at local schools help to support a smooth transition when children move to school.
- Staff engage effectively with parents to support their children's learning at nursery and home. Parents support their children's enjoyment of stories and their early reading skills, for example when children bring home books and story sacks. Parents speak highly about the care that children receive and the in-depth knowledge each key person has of the children. Parents said their children make exceptional progress at the setting.
- Staff help children to develop key skills and knowledge they need for future learning. Very occasionally, staff do not seize all opportunities to extend children's independence skills during daily routines. Children show high levels of respect for one another, they play extremely well together and eagerly encourage their friends to join them in their play. Children show high levels of confidence in social situations.

- The education programme is highly effective. Staff frequently observe children and, subsequently, plan exciting and challenging activities based on what children know and can do. This means daily experiences and opportunities consistently extend children's learning to help them make excellent progress in their learning.
- Children benefit from freshly prepared nutritional meals based on their dietary requirements. Staff help develop children to understand the benefits of eating healthily. Children participate in weekly dance classes and have lots of time outdoors to further promote physical exercise. Children's good health is promoted well.
- Staff provide children with an excellent range of experiences to help them to practise early writing skills. For example, children correctly write their names and enthusiastically make marks with chunky chalk.
- Children consistently show enjoyment and curiosity. They have very positive attitudes to learning. Staff very quickly respond to children's curiosity as they explore outdoors. For instance, staff expertly describe patterns and shapes on a snail's shell. This extends children's vocabulary and mathematical skills to a very high level.
- Children show a very keen interest in books and stories. They use every opportunity to look at picture books. Children snuggle up as staff read them a story, and children eagerly take books outdoors. Children's early reading skills and a love for reading are promoted to a very high level.

## Safeguarding

The arrangements for safeguarding are effective.

The manager, staff and apprentices understand the procedures to follow if they have a concern about a child's safety. They keep their safeguarding knowledge up to date and demonstrate their knowledge of their safeguarding responsibilities. The manager and staff understand their role to protect children from extreme views and beliefs. Daily safety checks of the premises, the environment, and prior to outings, help to identify and minimise potential hazards to children. Staff help children learn how to keep themselves safe, for example in the event of a fire. They have a shared responsibility and commitment to keep children safe.

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

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

- extend opportunities for children to develop their independence skills, particularly during daily routines
- make more use of professional development opportunities to help staff remain highly effective practitioners.

## Setting details

<b>Unique reference number</b>	129031
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10128368
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Lillington, Babioli Lily Fleur
<b>Registered person unique reference number</b>	RP512743
<b>Telephone number</b>	020 8690 2184
<b>Date of previous inspection</b>	20 May 2015

## Information about this early years setting

Lillingtons Montessori Nursery registered in 2000. It is located in Ladywell, Lewisham. The nursery opens Monday to Friday, from 8am until 4pm, term time only. The nursery is funded to provide free early years education to children aged two, three and four years. There are six members of staff, including the registered provider. Of these, one has qualified teachers status, and three staff members hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- A joint observation was carried out by the inspector and the manager to evaluate the quality of education.
- The inspector and the manager completed a learning walk across all areas of the provision to understand how leaders and staff organise the curriculum and environment.
- A meeting was held between the inspector and the manager to discuss arrangements for self-evaluation, safer recruitment and staff suitability.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- A range of documentation was reviewed by the inspector, including public liability insurance, safeguarding policy and procedures, and the paediatric first-aid qualification.

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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