

Inspection of Kush Montessori

190 196, Deptford High Street, London SE8 3PR

Inspection date:

10 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy at the nursery. Staff provide a warm welcome to children when they arrive and help them to settle in effectively. However, the organisation of the provision, overall, does not always provide a stimulating learning environment for children to develop their drive for exploration and curiosity. Children benefit positively from the strong parent partnerships at the setting. Parents appreciate the support they get from staff and are fully informed about how they can support their children's learning at home. Children are well behaved and know what is expected of them as they follow the instructions of staff. They are familiar with the staff, the daily routine and the learning environment, showing a sense of belonging and security. Children feel safe at the setting and staff understand their role and responsibility to safeguard children. Children have daily access to outdoor learning, which is implemented effectively in the setting's curriculum. They enjoy a variety of opportunities to go out into the local community, such as visiting Father Christmas or the park or going to the local library. This helps children to learn about the different places and the people in the community. The manager is very passionate about enabling children to reach their full potential. She has implemented some new strategies and procedures since the last inspection to address weaknesses. However, the impact of some of these changes cannot be fully seen yet. The teaching is not yet consistently strong.

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

- The provider, who is also the manager, and her team have worked extremely hard to raise the quality of the provision and address the areas identified at the last inspection. For example, staff have accessed effective training to help improve their knowledge regarding safeguarding.
- Relationships with parents are strong and are established right from the start. Parents are kept informed of their children's progress and how to support them at home. Different forms of communication are used with parents, such as daily talks, text messages, contact books and emails. Parents are confident about their children's safety at the setting and know who to speak to if they have any concerns.
- The manager provides staff with ongoing support to help develop their practice further. She gives staff areas of responsibility to empower them and has a good understanding of individual staff's strengths and weaknesses. She has started a mentoring system to ensure practice is consistent. However, this is not fully embedded and the impact cannot be seen. This support needs to continue and now focus on teaching and learning, and develop staff's knowledge of how children learn.
- Assessment is effective and staff know children's next steps. However, staff's teaching and interactions do not always implement what was intended in the

planning of activities for the children to learn. This impacts on children's development, especially their communication and language skills. For example, when children explore the animals in the water tray, staff miss opportunities to follow children's interest and initiate conversations. Instead, they ask many questions without providing enough time for children to respond.

- Staff help children to learn how to recognise and to write their names and how to count and recognise numbers. However, staff are not always able to implement the learning in a fun and child-led way. For example, during an arts and crafts activity, staff ask children many times to count the cones and gifts, but never how these look or what they are used for. Children do not have many opportunities to follow their own interests or make choices by selecting resources and using them in their own way. Consequently, they are not always fully engaged or able to explore or develop their critical thinking skills.
- Children enjoy going out into the local community and understand about staying safe. When going to the library, they listen carefully to instructions and understand the rules of walking together and road safety. Children learn about the behaviour that is expected in the different places in the community and develop an understanding of diversity.
- Children develop good self-care skills. Staff support children effectively to follow good hygiene procedures, such as washing their hands, wiping their nose and putting the tissues in the bin. Although children demonstrate some independence skills, this needs to be developed further, especially during daily routines such as mealtimes. Additionally, staff and children are not always clear what is expected of them during transitions.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows a thorough recruitment process to assure herself that staff are suitable and have the skills they need to take up their role. She ensures that staff's knowledge and skills are kept up to date. Staff complete safeguarding training and have a good understanding of the setting's policies and procedures. Staff know the correct procedure for reporting and referring their concerns, which helps to keep children safe. A robust risk assessment process is in place for when children go on outings in the local community, and children are learning about road safety and how to keep themselves safe.

What does the setting need to do to improve?

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

	Due date
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ensure that children have opportunities to lead their own play, be curious and explore.	24/02/2020
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To further improve the quality of the early years provision, the provider should:

- continue to help staff develop their teaching skills further to support children's development, especially in communication and language
- continue to review the organisation of staff and provision to offer a creative and stimulating learning environment for all children
- develop times of transition to ensure children and staff are clear about what happens next and what is expected of them.

Setting details

Unique reference number	EY501207
Local authority	Lewisham
Inspection number	10114587
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 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Idris Mahama, Aisha Nadia
Registered person unique reference number	RP904987
Telephone number	02036636013
Date of previous inspection	11 December 2018

Information about this early years setting

Kush Montessori registered in 2016 and is located in the London Borough of Lewisham. The setting also offers an after-school service. It is open Monday to Friday all year round from 7.30am to 6pm. The nursery employs 11 members of staff, eight of whom hold suitable childcare qualifications level 3 and above.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- A learning walk was completed with the manager and deputy manager to learn about the setting and how it is organised.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- Two joint observations were carried out by the inspector and the setting's manager to help evaluate the practice.
- The inspector looked at a sample of documents. This included evidence of staff's suitability and training.
- Parents, staff and children shared their views about the setting verbally, and these were taken into consideration.

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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