

Inspection of The Pavilion Montessori School

The Pavilion, Trowlock Way, Teddington, Middlesex TW11 9QY

Inspection date:

26 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this vibrant and welcoming setting. The manager's exceptionally high expectations for every child are equally matched by the staff's excellent teaching skills. Children are highly independent in making choices and leading their own learning. They excitedly engage with an extensive range of stimulating activities within the carefully planned learning environment. This provides outstanding education in all areas of the early years curriculum.

Children are captivated by meaningful activities that teach them a wide range of practical life skills. These help them to prepare for their future learning and their eventual move to school. For instance, at snack times, children count as they hand out cups and plates to their friends. They carefully pour their own drinks from jugs and learn to wipe up any spills independently.

Children have formed exceptionally close bonds with staff, who are calm, nurturing role models. Their behaviour is exemplary. During discussions, they listen to the views of others and learn to accept each other's ideas. Children regulate their own behaviour exceptionally well as they play together in groups. They show high levels of resilience as they solve problems and independently overcome any minor difficulties or disagreements.

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

- The manager, who also owns the provision, is ambitious and inspiring. She and staff successfully bring together their extensive range of professional knowledge, experience and training to create an exceptional learning environment and curriculum.
- Parents speak in glowing terms of the setting. They comment that staff are warm, caring and nurturing. Parents say their children love attending and make excellent progress. They value the opportunities to share in their children's learning experiences, such as attending special events or coming into the setting to read with children.
- Literacy is given a high priority in the setting. Children listen to stories and look at books with staff each day. Staff carefully choose books for children and parents to read at home together, to help foster a shared enjoyment of reading. Children eagerly explore the meaning of new words. They learn about rhyming and alliteration and many become confident and fluent readers by the time they leave the setting. Children draw pictures and practise writing to represent their ideas and experiences. Older children demonstrate excellent pencil control and form letters correctly as they write.
- Children eagerly develop their skills in mathematics. They confidently estimate, compare and count during dice games. Children learn how shapes fit together

and build complex constructions. They recognise the features of shapes and discuss how they have used shapes purposefully to represent features such as turrets and a drawbridge on their model of a castle.

- Leaders and staff are absolutely committed to creating a welcoming and inclusive environment. Children learn to value their place within the setting, the local community and the wider world. This sense of belonging is celebrated and strengthened through the nursery's links with families and their community. For example, a local dental nurse visits regularly to teach children about looking after their teeth.
- Children have exceptionally positive attitudes towards learning. Throughout the play sessions they remain purposefully engaged and motivated. For example, younger children concentrated intently as they carefully placed small pegs into holes on a peg-board to create colourful patterns. They set themselves the challenge of counting how many pegs they had used and persevered as they learned how to count accurately.
- Children are highly independent in making choices and leading their own learning. They are very fortunate to have an art room in which to learn. Here they have access to an extensive range of materials which they keenly explore and experiment with. They are highly competent and imaginative as they use brushes, chalks and a range of instruments to create fabulous artwork.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff ensure that children's welfare is a priority. They ensure that children learn how to manage risks when using resources and playing outdoors. For example, children use everyday items, such as ceramic cups and plates, demonstrating how to use these with care. Safeguarding procedures are robust. Staff know how to recognise where children may be at risk from harm. They know the procedures for reporting any concerns they may have about children or about adults working with children. The manager and staff attend child protection training and the manager uses regular discussions to keep staff knowledge of child protection fresh. Staff know how to protect children in the event of a threat or fire emergency.

Setting details

Unique reference number	EY318489
Local authority	Richmond Upon Thames
Inspection number	10138185
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	42
Number of children on roll	43
Name of registered person	Dann, Susan
Registered person unique reference number	RP513534
Telephone number	02089435476
Date of previous inspection	16 March 2016

Information about this early years setting

The Pavilion Montessori School registered in 2005. It is situated in Teddington, Middlesex. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. It operates each weekday from 9.15am to 12.15pm and 1.45pm to 3.45pm, during school term times. The provider employs 13 members of staff. Of these nine hold early years qualifications at level 3 or above, including two with qualified teacher status.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the environment is organised to benefit children's learning and development.
- The inspector observed a range of activities indoors and outdoors to evaluate the quality of education. She also carried out a joint observation with the manager and discussed the quality of staff teaching.
- A range of documentation was looked at, including policies and procedures, staff suitability checks and training certificates.
- Parents' feedback was obtained by the inspector. She discussed with parents the quality of the provision and looked at completed questionnaires.
- The inspector spoke to staff and children throughout the day to gather their views on the provision.

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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