

# Inspection of Grange Montessori

15a Grange Road, London, Middlesex W5 5QN

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Inspection date: 10 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time at the nursery. They display positive attitudes to learning and show they are eager to participate. For example, they quickly settle, show curiosity and are motivated to join in the interesting activities on offer. Children thoroughly enjoy being creative. For example, young children have fun exploring paint with their hands. Older children proudly demonstrate their ballet skills to other children, and encourage them to join in. Children enjoyed making Mother's Day cards and participating in pretend play. They demonstrate they are relaxed, happy and feel safe in the nursery. For example, they approach the staff with ease. They share positive relationships with staff and enjoy secure friendships with children. Children's behaviour is good. Children are polite, well mannered and play cooperatively. Managers and staff have high expectations of every child. All children make steady progress in relation to their starting points. Children's views and ideas are valued. For instance, children are confident to ask staff to observe the birds and trees they see from the window. Children learn to respect people who are different from themselves. For example, they learn about different festivals. Older children talk about how people might feel who do not have somewhere to live.

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

- Staff engage well in children's play and provide challenge during activities. For example, older children listened as adults showed them a variety of objects. They persevered as they tried to remember which objects staff had removed. Staff use praise to recognise children's efforts and develop children's self-esteem. Staff work with children and encourage them to retell stories and act out characters in books. Staff are caring and attentive to children's individual needs. They observe children and monitor their progress. They act swiftly to support children when they identify any gaps in their learning.
- Staff say they like working in the nursery. They comment they are well supported by the managers. Managers act with integrity. They have reduced unnecessary staff workload. For example, they have reduced written planning and assessment to enable staff to have more focused time with children. Staff benefit from regular staff meetings, supervision and development opportunities. For instance, the nursery is closed for five days a year for focused training. Relationships between children, staff and children are respectful.
- Staff enrich children's experiences and understanding of healthy lifestyles. Children learn about the benefits of healthy eating. They independently pour water and enjoy nutritious food which is freshly prepared in the nursery. Children commented that they 'really love this food' and told the inspector that, 'If you eat all your lunch, you will grow and be able to touch the ceiling.' Children enjoy exploring the outdoor space and routinely make choices in their

play. For example, they manoeuvre wheeled toys and demonstrate good coordination skills when they balance on textured pads and beams. They enjoy gardening and move around confidently in the fresh air. Good hygiene routines help to ensure children are not at risk of any cross infection.

- The management and staff team demonstrate a commitment to make ongoing improvements. For instance, they are currently developing the outdoors area to include a book den to enhance children's outdoor learning opportunities.
- The teaching of communication and language is effective. Staff frequently introduce new words and use phonics when they speak to children. Staff use their skills in other languages to support children who speak English as an additional language. Staff use picture cards to support children's communication. Children are confident to express their interests and views.
- Overall, staff communicate effectively with parents. For instance, they provide ideas of ways that parents can support children's learning at home and hold parent meetings to discuss children's progress. Parents comment that their children enjoy attending nursery and settle quickly. However, staff do not always obtain enough information from parents when children start. This means that they are not able to plan and prepare precisely for each child's unique needs and abilities from the onset.
- Staff provide a broad curriculum and welcoming environment for children. Overall, staff engagement, suitable resources and stimulating activities support children's learning well and help to prepare them for the next stage in their learning, including transition to school. Occasionally, raised noise levels in rooms impact on children's ability to fully concentrate during some focused activities.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of procedures to keep children safe. They are able to recognise signs which may indicate a child is at risk of harm. This includes knowledge of wider safeguarding concerns, such as female genital mutilation and the 'Prevent' duty guidance. Staff understand how to report concerns. They take part in quizzes to keep their knowledge up to date. Staff supervise children closely and complete regular risk assessments to ensure children remain safe and secure. Managers follow safer recruitment procedures. When appointing new staff, the manager follows the safe recruitment process to assure staff are suitable.

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

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

- find out more from parents about children's needs, and what children know and can do on entry, in order to provide more meaningful experiences for children,

right from the start.

- review small-group activities to maximise opportunities for children to be able to focus and concentrate.

## Setting details

<b>Unique reference number</b>	2538535
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10145685
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Montessori Training And Education Ltd
<b>Registered person unique reference number</b>	2538534
<b>Telephone number</b>	07950971623
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Grange Montessori reregistered in 2019 due to a change of company name. It is situated in Ealing, in the London Borough of Ealing. The nursery is open each weekday, from 7.30am to 7pm, for 50 weeks of the year. Staff follow the Montessori curriculum and the setting is Montessori accredited. The nursery employs 11 staff working directly with children. Of these, five hold relevant early years qualifications at level 3 or above. The manager holds a level 5 qualification. The nursery also employs a cook and a housekeeper.

## Information about this inspection

### Inspector

Deborah Orchard

## Inspection activities

- The inspector and the manager carried out a learning walk across all areas of the nursery to understand how the early years provision and curriculum are organised.
- The inspector undertook joint observations with the manager.
- The inspector observed staff teaching and assessed the impact on children's learning, inside and outdoors.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector reviewed documentation, including children's records and documentation to confirm staff suitability.

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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