

Inspection of Maytime Montessori Nursery

341 Cranbrook Road, Ilford, Essex IG1 4UF

Inspection date: 17 September 2021

Overall effectiveness	Good
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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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. They build strong relationships with staff and demonstrate that they feel safe in their care. Babies are happy and comfortable in their room and explore the well-resourced environment. Staff are attentive to their interests and wishes. Babies enjoy watching their parents from the window when they arrive to pick them up, and staff created a special place for them to do so. This led to further learning about buses, cars and the outside world. Children across the nursery have plenty of opportunities for fresh air exercise. They play outdoors daily and enjoy outings to the park. Staff listen to toddlers and plan a range of activities to promote their interests in play. Staff link children's learning from home to the nursery effectively. For example, staff found out from parents that some of the pre-school children are due to visit the dentist. They created engaging opportunities for children to learn about oral hygiene. Staff teach children about managing risks safely. Children learn to use tools during building activities, enjoy different climbing frames and learn about safety observing the progress of the roadwork outside the nursery. Staff give high priority to supporting children's well-being. Following the COVID-19 (coronavirus) pandemic, children were welcomed back warmly by staff, who teach them about personal hygiene effectively. Staff created a role play hospital area, following discussions with children about the signs and symptoms of coronavirus. Children learn how to prevent the virus and what to do if they feel unwell. Teaching is good and staff have high expectations of children across all rooms. Children make good progress from their starting points in learning.

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

- Staff are confident in assessing children's learning. They demonstrate a good knowledge of the curriculum and can explain how it narrows gaps in children's development. Children take part in exciting activities that promote their next steps. This is a benefit to all children, including those who are in receipt of funded education. However, at times, there is capacity to provide children with more time to think and act upon instructions given to them by staff.
- Babies benefit from the caring approach that staff have towards them. They enjoy a relaxing environment full of opportunities that link to their learning needs. For example, babies enjoy an activity with animals that promotes their language skills. They learn the sounds of animals and their names. Staff speak clearly and celebrate children's achievements.
- Toddlers have fun during play and routines. Staff enjoy playing with children and the tidy up routine, for example, becomes a great learning opportunity. Children help staff to place a bucket under the water tray and open the tap to take the water out. They discuss with each other the speed the water goes out of the tray and reflect that if staff lifted one side of the tray, the water would go out

quicker. Toddlers work well together and are eager to learn and help.

- Staff working with older children allow them to have an active role in their learning. Children initiated an activity using the emergency services toys. Staff asked them about the role of paramedics and ambulances. Children confidently talk about what could cause accidents and reflect on the importance of doctors and nurses in the National Health Service. They learn skills to become conscious citizens.
- Staff provide opportunities for children to develop a love of books and to learn literacy skills. Children can easily access books as part of activities to extend their learning. They enjoy creating displays and have plenty of role play opportunities and sensory activities related to their favourite stories.
- Children benefit from healthy meals and drink water regularly. The managers consult parents when creating menus and there is an ongoing sharing of information about how to promote children's well-being effectively at nursery. Staff promote partnerships with parents very well.
- The dedicated leaders and managers show a good commitment to supporting staff's professional development. Since the last inspection, an effective system for monitoring practice and supervisions has been created. This plays an integral part in the continuous development of the nursery. Staff benefit from regular training and evaluate the next steps to improve practice in their room. They feel valued and enjoy working at the nursery.
- Managers, leaders, staff and families adapted well to challenges caused by the COVID-19 pandemic. They placed great emphasis on settling children back into nursery and supporting their personal, social and emotional development. Children behave well and staff are good role models for them. Parents say that their children enjoy coming to the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff ensure that the nursery is a safe and secure place for children, through robust risk assessment of all play areas. Staff complete safeguarding training regularly and understand their role in protecting children. They know the signs and symptoms that may indicate a child is at risk of abuse, and understand how to raise an allegation should they be concerned about those working with the children. The manager follows a safe recruitment procedure and regularly checks the suitability of staff. All staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

- ensure that staff across the nursery allow more time for children to think and respond to their instructions during activities.

Setting details

Unique reference number	128514
Local authority	Redbridge
Inspection number	10120076
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 at time of inspection	1 to 4
Total number of places	70
Number of children on roll	57
Name of registered person	Mr John and Mrs Mary O'Mahoney Partnership
Registered person unique reference number	RP523843
Telephone number	020 8554 3079
Date of previous inspection	7 August 2019

Information about this early years setting

Maytime Montessori Nursery registered in 1992. The nursery operates all year round. Sessions take place Monday to Friday from 7.15am to 6.30pm, except for bank holidays. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate qualifications from level 2 to level 4.

Information about this inspection

Inspector

Karinna Hemerling

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery deputy manager and the intent of the curriculum was discussed.
- The inspector evaluated activities in each room of the nursery with the help of leaders and the deputy manager.
- Meetings were held with leaders and managers throughout the inspection.
- Relevant documentation was checked and discussed, including policies and procedures, and the inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- Parents' views were obtained through written feedback.
- Children and staff were spoken to throughout the inspection.

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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