

Inspection of Montessori & Me Nursery

319 High Road, Romford, Essex RM6 6AX

Inspection date:

6 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the nursery. They develop close and trusting bonds with the staff. Children demonstrate that they feel safe and secure. Babies are comforted by cuddles from their key carers, and older children express their needs confidently. Children cheerfully hang up their belongings and put on their slippers before heading to their rooms to play. They confidently explore the wide range of resources and activities. Children concentrate well when they lead their own learning. However, they often lose focus or are unsure of what to do during adult-led activities. Staff generally have high expectations for children. They encourage independence and give children praise. However, staff are not always sure about what they want to teach children, and their delivery of activities is often poor. Therefore, children do not learn all they can.

Children generally behave well but are often unsure about what is expected of them. This is because staff do not communicate clearly with children or check their understanding. Consequently, toddlers have difficulty following routines, and older children are not learning to solve disagreements without adult intervention. Children have some opportunities to learn new words, such as by singing songs with staff. However, staff do not consistently support all children to speak and extend their language skills.

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

- The manager has a clear idea of what she wants children to learn and staff plan a range of relevant experiences. However, teaching is inconsistent. At times, staff are unsure about what they want children to learn. They do not present information clearly or check that children understand what to do. Therefore, children miss out on opportunities to extend their learning.
- Staff monitor children's progress and identify where they need extra help to progress. They make links with other professionals and work alongside parents to develop structured plans for children. However, although the manager and staff say that they prioritise children's communication skills, this is not the case in the teaching and activities observed. For example, staff do not ensure that they have children's attention when talking to them. They ask questions but do not give children time to respond. Therefore, children, including those with special educational needs and/or disabilities and children who speak English as an additional language, are not consistently helped to develop their speaking and listening skills.
- The manager identifies weaknesses and inconsistencies in practice, and there are systems in place for staff supervision. However, these are not improving staff's practice effectively. For instance, the manager says that she frequently reminds staff about agreed behaviour management strategies and displays these

clearly in the rooms. Nonetheless, some staff fail to use these when working with the children. Consequently, children are not consistently learning about boundaries or how to regulate their behaviour.

- Children learn good hygiene routines. Babies learn to wipe their hands and faces, and older children wash their hands thoroughly before meals. This helps to prevent the spread of germs and promotes children's health well. Older children become increasingly independent in caring for themselves in readiness for starting school. For instance, they use the toilet, wipe their noses and put on their shoes and coats independently. Children learn to be responsible for their belongings and enjoy helping with chores at mealtimes.
- Children receive nutritious meals and snacks. Staff encourage them to drink water throughout the day and talk to them about healthy eating. Children enjoy playing outdoors every day, which supports their physical health and development. For instance, older children show increasing agility as they tackle the climbing equipment. A coach visits the setting each week to teach children sports and to help them acquire a greater range of physical skills.
- Children have fun at nursery. Toddlers focus well as they practise new skills, such as pouring water at the water tray. They have the chance to develop this further by pouring their drinks at mealtimes. Children develop a keen interest in literacy. Older children enthusiastically ask staff to read to them and retell favourite stories from memory.
- Staff say that they are happy working at the nursery. They speak positively about training opportunities. Partnerships with parents are good. Parents speak highly of the friendly staff and the high-quality resources.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to update their knowledge of a range of safeguarding issues. This includes wider concerns such as the risks to children online or from radicalisation. Staff know how to identify the signs and symptoms of child abuse, such as physical marks or changes in behaviour. They have a secure understanding of the nursery's safeguarding procedures. They understand the procedures to follow if they have concerns about a child's welfare or the behaviour of an adult. The providers carry out robust checks when recruiting staff, to ensure that they are suitable to work with children. Staff use risk assessments effectively to ensure that the nursery environment is safe and hygienic for children.

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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strengthen supervision for staff so that they receive targeted support to remove inconsistencies and improve weaknesses in practice	19/11/2021
develop staff's knowledge of how to promote all children's communication and language skills effectively.	19/11/2021

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

- ensure that all staff use consistent ways to teach children behavioural boundaries and support them to begin to moderate their own behaviour.

Setting details

Unique reference number	EY558576
Local authority	Barking and Dagenham
Inspection number	10144733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	48
Number of children on roll	54
Name of registered person	Montessori & Me Nursery Ltd
Registered person unique reference number	RP558575
Telephone number	02085994279
Date of previous inspection	Not applicable

Information about this early years setting

Montessori & Me Nursery registered in 2018. The setting operates Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. The setting provides out-of-school care in the mornings and evenings, during term times. There is also a holiday club from 7.30am to 6.30pm during school holidays. The provider employs eight members of staff. Of these, six hold early years qualifications at level 3 or level 2. The provider offers free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager led the inspector on a tour of the nursery, when they discussed how the provision and learning programmes are organised.
- The inspector spoke to some staff, children and parents during the inspection, and took account of their views.
- The inspector carried out a joint observation of an activity with the manager. Subsequently, they discussed the quality of education and staff's professional development.
- A sample of documents were reviewed by the inspector, including records of staff's suitability checks, safeguarding policies and paediatric first-aid certificates.
- A meeting was held between the manager and the inspector to discuss issues such as staff recruitment and supervision.

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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