

Inspection of St Mary Magdalen Montessori Nursery School

61 North Worple Way, Mortlake, London SW14 8PR

Inspection date: 3 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The manager and staff provide a setting where each child is valued and listened to. Children eagerly come into the nursery and engage in play with their friends quickly. Staff offer a warm welcome to children and parents and they effectively exchange relevant information. Children feel safe and secure in the calm and nurturing environment. They are motivated to learn and confidently explore the interesting resources.

Children learn about the wider community and benefit from taking part in activities, where they learn about different cultures and celebrations. For example, children enjoy learning about Diwali as they listen to stories, try on outfits and take part in cooking activities. Children, including those with special educational needs and/or disabilities, make good progress in their development from their individual starting points in learning. They gain secure communication skills. Older children use language confidently to express their good ideas. Staff support children's communication effectively, such as by asking questions to extend children's learning. For example, children describe what is happening as they grate food for their cooking activities and staff introduce new vocabulary.

Staff have high expectations and children behave well. Younger children learn to share and take turns. Older children play harmoniously together and enjoy helping the younger children to manage tasks. Staff give children gentle reminders, and are good role models, to support their positive behaviour.

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

- The manager and staff have a good understanding of their curriculum, and how children learn and develop. Staff know their key children well and plan activities that are based on their interests and abilities. Staff evaluate the impact of activities on children's progress. The manager closely monitors children's development to make sure that all areas of learning are met and all children make good progress.
- Staff's interactions with children are positive and are used to motivate children to join in and have a go. They children give lots of praise and encouragement to support their self-confidence and self-esteem.
- Staff work well with parents and share information about their children's learning and development. For instance, parents receive regular photos and are invited to attend online parents' meetings. During the COVID-19 pandemic, staff provided online classes for children and sent home learning packs to support parents to continue their children's learning at home.
- Children learn about good hygiene procedures and healthy food choices. For example, children understand the importance of washing their hands before

mealtimes. Staff support parents in providing healthy and nutritious lunches. Children benefit from regular opportunities to develop their physical skills. For example, children enjoy exploring the well-resourced outdoor area as well as tennis and ballet lessons.

- Staff work well as a team. They have regular meetings to evaluate the effectiveness of their provision. Staff reflect on their practice and the experiences they provide for children. The manager makes good use of supervision meetings and peer observations to develop staff's knowledge and experience, to help to improve the outcomes for children. She supports staffs' well-being effectively.
- Staff attend regular training to strengthen their skills. For example, recent training to support children's speech and language has led to staff developing specific activities to support children with their communication skills.
- Children make good progress with their early numeracy skills. Younger children enjoy singing number songs and rhymes. They learn to count using props, matching them to the correct number.
- Staff actively support children to take risks in their play and learn how to use equipment safely. For example, children use cooking tools effectively to develop their hand-to-eye coordination.
- Children benefit from being involved in the local community and become exposed to opportunities that they may not otherwise experience. For example, they visit local parks and take regular trips to the theatre. During the COVID-19 pandemic, when outings were not possible, staff continued to provide these experiences for children. For example, the manager arranged for the farm to come to nursery.
- Overall, staff plan activities well. However, at times, group activities are not always organised as well as they could be and some children become less engaged and distracted.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training. They have a good understanding of how to keep children safe and wider safeguarding issues. Staff know the procedures to follow should they have a concern about a child's well-being. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children and have a clear understanding of their role. Staff make sure that children are able to play in a safe and secure environment, using risk assessments and following detailed policies and procedures.

What does the setting need to do to improve?

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

- review the planning of group activities in order to maximise children's learning opportunities and their engagement and participation levels.

Setting details

Unique reference number	509699
Local authority	Richmond Upon Thames
Inspection number	10201727
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	43
Number of children on roll	30
Name of registered person	Maitland, Elizabeth Jean
Registered person unique reference number	RP906795
Telephone number	020 8878 0756
Date of previous inspection	17 May 2018

Information about this early years setting

St Mary Magdalen Montessori Nursery School opened in 2000. The nursery opens each weekday during term time from 9.10am to 12.20pm, with extended days to 2.30pm on Tuesday, Wednesday and Thursday. There are eight members of staff employed to work with the children. Of these, five hold appropriate early years qualifications. The manager and another member of staff hold early years professional status. The nursery receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector
Becky Phillips

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 their evaluation of the provider.
- The inspector completed a learning walk with the manager to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between staff and children, and considered the impact on children's learning.
- The manager took part in a joint observation of an activity with the inspector.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.
- Various documents were sampled during the inspection, including staff's qualifications, records of staff's suitability and a range of policies and procedures.

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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