

# Inspection of The De Lacey Montessori School

St Francis Community Hall, 865 Great West Road, ISLEWORTH, Middlesex TW7  
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Inspection date:

29 September 2021

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## **Overall effectiveness**

## **Outstanding**

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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 happily enter this stimulating and appealing environment. Children receive positive and high-quality interactions from the staff throughout the day. They are constantly engaged in purposeful play that actively promotes their skills for the future. For example, children mix peppermint and rosemary they have grown in the garden to make tea. They carefully measure and pour the water they need and show delight as they say 'It's healthy'. The manager and staff plan this wonderful nursery extremely carefully to help children to feel a sense of belonging. Adults encourage independence and provide a wealth of rich learning experiences. The staff are especially caring towards the children, creating a secure and nurturing environment that helps new children settle very quickly. Children show great enjoyment and have high levels of curiosity. They remain focused for long periods and become deeply involved in their learning. Children make rapid progress in all areas of their learning and development.

The manager and staff are highly experienced, enthusiastic, and talented and have high expectations for all children. They constantly challenge and encourage children to extend their learning further. Staff are good role models and consistently model respectful behaviour and speak kindly to children. Children's behaviour is exemplary, and they are extremely well mannered.

The manager and staff have completed 'Let's Talk Together' training and have a solid understanding of the importance of having meaningful conversations and interactions with children. They understand how to develop children's language and communication skills. Staff expertly engage children in an energetic 'bear hunt' that allows children to develop their vocabulary, while joining in the adventure. Children delight in learning new words and acting out scenes from the story book. They 'splash splosh' through the river as they move around the nursery with their friends. Children gain excellent skills to prepare them for their eventual move to school and are extremely independent.

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

- The manager is highly enthusiastic and passionate about the importance of the early years. She shows extreme dedication to the quality of education children receive. The manager is extremely reflective and continually looking for ideas to develop and improve her provision. She shares her outstanding practice with others and offers support to other early years settings.
- The manager and staff work expertly together to deliver challenging, individual, engaging activities for all children. They work cohesively to provide high-quality care and education. Children are placed at the heart of staff practice. The well-thought-out curriculum, and shared learning intentions for children's learning,

leads to extremely positive outcomes for every child. The staff ensure children are making excellent progress in all areas by completing robust assessments of children's learning.

- Children totally immerse themselves in their play. They choose what they want to do and are fully supported by the staff at all times. Forest school sessions provide challenging activities for children and teach them how to stay safe. For example, children learn how to use tools safely as they cut firewood and understand the rules in place around the fire pit.
- The promotion of equality and diversity is an integral part of the setting, and all children are valued as individuals. Children with special educational needs and/or disabilities are well supported. Staff swiftly identify any children who may benefit from additional support. They work extremely sensitively with parents and obtain external interventions when needed to help close gaps rapidly.
- Staff support children's early communication skills very effectively in consultation with parents. This is extremely relevant to the children, most of whom are bilingual or speak English as an additional language. The bilingual staff team can speak to many children and parents in their home language and parents provide story books from home. The staff team use a visual timeline to support children to understand the plan for the day and to help manage their feelings and emotions. All children, including those who are in receipt of funding, receive targeted support when required.
- Children of all ages are extremely well supported to develop their independence skills. For instance, young children delight in peeling satsumas and cutting apples at snack time. Children put their coats on easily by spreading them out and flipping them over their heads. Staff skilfully use mealtimes as learning opportunities as well as a social occasions. For example, children are encouraged to count their friends and collect the correct number of spoons needed to eat their healthy and nutritious meals. They serve their own food and clear away when they have finished. The nursery participates fully in London-wide schemes to support children's health and this is clearly a strength of the setting.
- Staff joyfully use music in the setting, This helps children to join in with activities. Children listen attentively and respond eagerly to stories, rhymes and songs and have great fun playing a wide range of musical instruments. Children develop an understanding of rhythm and confidently move their bodies to the drum beat.
- Children benefit from excellent opportunities to explore nature and access fresh air and daily exercise. They develop balance and coordination as they climb on the outdoor equipment. Children exercise their fine motor skills as they dig in the sand pit, count pebbles, practise mark making on the large chalk board and thoroughly enjoy painting on a large plastic sheet. Staff encourage children to solve problems as they work out how to roll balls down guttering tubes.
- The manager and staff have an excellent relationship with parents. They are kept up to date with children's activities and learning. Daily information is shared between parents and the provision. Parents know what their child's developmental next step is and how to support their child's learning at home. Parents are extremely happy with the care provided for children and say that staff go 'over and above' to support children and parents.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff know and understand the indicators that may suggest a child is at risk from harm. Staff have in-depth knowledge of how to report concerns about a child's welfare. The manager acts swiftly when there are concerns about a child's welfare and works in partnership with other professionals. Staff access regular training, which includes aspects of safeguarding, such as the 'Prevent' duty. The provider has rigorous recruitment and induction procedures to help ensure the continued vetting and stability of staff. Although staff turnover is low, the manager implements a robust induction process for new staff to help ensure they thoroughly understand their responsibilities and are suitable to work with children. She regularly checks that current staff remain suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY418859
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10128497
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	The De Lacey Montessori School Ltd.
<b>Registered person unique reference number</b>	RP530235
<b>Telephone number</b>	07921483391
<b>Date of previous inspection</b>	28 January 2014

## Information about this early years setting

The De Lacey Montessori School has been operating since 1982. It was taken over by the daughter of the original provider and re-registered under her ownership in 2010. The nursery school operates from St Francis Community Hall in Isleworth in the London Borough of Hounslow and combines the Montessori ethos with the early years foundation stage learning and development programmes. It operates from 9am to 3.30pm Monday to Friday during term time only. The nursery school receives funding for the provision of free early education to children aged two, three and four years. A staff team of nine, including the provider/manager, works with the children. The provider/manager has a Montessori Teaching qualification and has achieved early years professional status. One staff member has a level 4 qualification, three staff have level 3 and two staff members are level 2. A cook is also employed to prepare lunch.

## Information about this inspection

### Inspector

Frances Oliver

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the provision.
- A learning walk was completed by the inspector and the manager to establish how the provision and curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to members of staff, children, and parents at appropriate times during the inspection.
- A meeting was held with the manager. The inspector reviewed some relevant documentation, including evidence of staff's suitability and training.

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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