

# Inspection of Apple Montessori @ West Ealing

Mini Pavilion, Trailfinders Sports Club, Vallis Way, London, Ealing W13 0DD

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Inspection date: 8 December 2021

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are settled and comfortable in their environment. They have good bonds with their key workers. Staff use the outdoor space well to support children's physical development. Children are encouraged to take calculated risks to become confident and independent. Staff have high expectations of children's behaviour, and children consistently show respect for the resources and each other in the setting. Staff role model positive language and behaviour. They give children choice and allow children to share their likes and dislikes. Children talk to each other about healthy eating and oral hygiene, which demonstrates their embedded understanding of what they have learned. Leaders and managers have a good understanding of how children learn, and they provide an ambitious curriculum. This is reflected in the interactions that practitioners have with children. As a result, children are secure, confident and curious to learn.

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

- The setting prides itself on encouraging independence in children and on providing them with the skills they need for a positive start at school. Children behave well, can follow instructions and are helpful. For example, they push their chairs back in after lunch to help keep the rooms tidy. However, sometimes, routines, such as handwashing and toileting, can interrupt children's play, learning and enjoyment, such as when children are disturbed during story time.
- Practitioners know their key children and their development starting points well. This helps them to prepare their next steps individually for each child. This encourages children to develop emotional security, independence and gives them a strong start in life.
- Children have access to a wide range of resources, especially for their physical development. Outside space is utilised well; for example, staff and children enjoy running and racing. Children experience playing in mud and climbing humps, which helps to develop their gross-motor skills.
- Staff are good role models for children when modelling language, behaviour and independence. As a result, children are well mannered, respectful, keen to share and willing to give new things a go.
- Good relationships between staff and children are evident. Children feel secure in staff's care. Staff recognise when some children need extra reassurance and are quick to comfort and support them, when necessary.
- Parents speak highly of the progress their children have made while at the provision and feel that they are kept regularly informed of their children's activities, care and routines. Communication with parents is effective overall. Further information for parents regarding online safety is an area for future development. This will help support children's developing understanding of when

they might be at risk, including when using the internet, digital technology and social media.

- Leaders and managers have a strong understanding of curriculum intent and regularly reflect upon the quality of the provision. They demonstrate an ongoing commitment to improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider has high regard for the safety of children and ensures practitioners are suitable and are aware of the signs and symptoms of abuse in children. Staff understand the protocol which needs to be followed if there are any safeguarding concerns and know what to do if they feel it has not been appropriately managed by the designated officers.

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

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

- work with parents and children to promote their understanding of online safety
- improve the organisation of routines to avoid interruptions to children's play and learning, particularly during nappy changing and story times.

## Setting details

<b>Unique reference number</b>	EY484081
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10214227
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Patterson, Helena Catherine
<b>Registered person unique reference number</b>	RP516718
<b>Telephone number</b>	07852505048
<b>Date of previous inspection</b>	27 October 2016

## Information about this early years setting

Apple Montessori @ West Ealing registered in 2014. It is situated in West Ealing, London. The nursery employs six members of childcare staff. All of whom hold relevant early years qualifications. The nursery opens from Monday to Friday for 50 weeks a year, except for bank holidays. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sana Foss-Smith

## 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 provider and has taken that into account in her evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection, took account of their views and observed the interactions between staff and children.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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