

# Inspection of Kush Montessori

190 196, Deptford High Street, London SE8 3PR

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Inspection date: 27 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children confidently leave their parents when they first arrive, and they settle quickly. They recognise which coat peg is theirs, and successfully put on their indoor shoes to further promote a sense of belonging. Children keenly follow daily routines, such as during mealtimes and when they go on daily outings. They demonstrate good behaviour and are emotionally secure.

Children's individual cultures and beliefs are promoted well. For example, children learn about Black History Month, dress up in cultural costumes, and enjoy meals such as jollof rice. Older children learn key words in French to further promote their home language. They excitedly sing songs in French during French lessons. This further promotes children's uniqueness.

The nursery follows the Montessori approach and children thoroughly enjoy experiences provided for them. Their independence and self-help skills are supported well. For example, children concentrate as they pour water from a ceramic teapot, and they independently and enthusiastically select from a range of equipment. Children persevere as they open tiny padlocks. Staff skilfully praise them for their achievements to further promote their sense of self.

All children benefit from daily trips to local parks. Older children walk safely with staff and younger children enjoy a ride in a pram. Older children confidently climb a fixed climbing frame and staff challenge them to recognise, jump and hop on coloured shapes. Children's physical skills are promoted well.

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

- Improvements have been made since the last inspection to help provide good-quality childcare and education for all children. The manager and deputy manager have worked well together to help identify where areas continue to improve. However, the manager acknowledges that there are still areas for improvement. For example, she has plans to rearrange morning routines to further help minimise disruption to children's play and learning, particularly in the pre-school room.
- Leaders clearly explain their curriculum and Montessori philosophy, and this is successfully understood by staff. Staff have a good understanding of what they intend children to learn. They sequence the curriculum and ensure learning intentions are tailored to meet the needs of individual children. The deputy manager and staff confidently describe the impact that the experiences have on children's learning, such as when children explore 'All about me'. This also helps to promote their culture and identity.
- All children, particularly those children who access their free early education

entitlement, make good progress from when they first start. Children become confident communicators in both their home languages and English. For example, they listen with increasing attention to stories and excitedly sing songs. Staff engage in conversation with children. However, there are times when less-confident children are not fully encouraged to join in.

- Parents speak highly of the progress their children make. They welcome home-learning packs provided by staff so that children can continue their learning at home, such as reading books and writing.
- The key-person approach is promoted well to parents. Parents say they are kept well informed about the progress their children make from their starting points through online systems and daily conversations. This helps to support a consistent approach for all children's care, learning and development over time.
- Children's good health is promoted well. For instance, children enjoy fruit for a snack. They enthusiastically say 'this is juicy'. After mealtimes, children learn about the importance of brushing their teeth.
- Staff show good teaching skills, particularly during Montessori sessions. Staff encourage children to think for themselves, comment on their play, and ask children what they remember about a volcano. Older children excitedly talk about 'lava' and 'fire'. They are motivated and eager learners.
- Younger children engage in a variety of sensory activities. For instance, they concentrate as they pour and fill coloured water from one container to another. Children clap their hands and laugh when flour fills the air.
- Leaders have introduced steps to help minimise the spread of COVID-19. For example, leaders have installed sinks in the reception area to wash hands. All visitors wear shoe covers when entering the nursery and parents continue to drop off and pick up children from the entrance. These procedures have been highly effective in helping to control the spread of infection.

## Safeguarding

The arrangements for safeguarding are effective.

Staff access safeguarding and child protection training to keep their knowledge up to date. For example, they access learning around wider safeguarding concerns, such as female genital mutilation. Staff understand their role to tackle extreme views and beliefs, and the correct reporting procedures to follow. Leaders and staff have sound knowledge of the correct procedures to raise their concerns about a child's safety and welfare. Staff recognise the importance of completing daily safety checks in all areas of the nursery and when they go out on daily outings to help keep children safe and from harm.

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

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

- enhance the learning environment so that children experience less interruptions during play and learning, particularly in the pre-school room
- strengthen opportunities for all children to fully develop their communication and language skills to an even higher level.

## Setting details

<b>Unique reference number</b>	EY501207
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10144264
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Idris Mahama, Aisha Nadia
<b>Registered person unique reference number</b>	RP904987
<b>Telephone number</b>	02036636013
<b>Date of previous inspection</b>	10 December 2019

## Information about this early years setting

Kush Montessori registered in 2016 and is located in the London Borough of Lewisham. The nursery also offers an after-school service. It is open Monday to Friday from 7.30am to 6pm, all year round. The nursery employs 10 members of staff, all of whom hold suitable childcare qualifications level 2 and above. The nursery receives early education funding to provide free places for children aged three and four years.

## Information about this inspection

### Inspector

Jane Morgan

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector gained the views of parents and talked to children.
- A range of documents were viewed by the inspector, including public liability insurance and paediatric first-aid qualifications.
- A learning walk was completed by the inspector and deputy manager. They observed activities provided indoors and discussed the nursery curriculum.
- The inspector and manager completed a joint observation and assessed the impact on children's learning and development.
- The inspector accompanied staff and children to a local park to observe safety routines as well as the impact of outdoor learning experiences.

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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