

# Inspection of Eagles Flight Montessori Nursery School

821 Old Kent Road, London, Surrey SE15 1NX

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Inspection date: 26 April 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	Not applicable

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

### **The provision is good**

Babies and children settle quickly. They demonstrate that they feel safe and happy at the setting. Children are warmly welcomed by the manager and staff. They develop close and trusting bonds with staff, who know children well. Children behave well and have a good understanding of routines, including children with special educational needs and/or disabilities (SEND). Staff have high expectations of all children. They carefully consider ways to support children to confidently participate during daily routines. For example, staff use visual pictures and cues to encourage children to carry out tasks for themselves. This helps to build on children's independence skills.

Staff observe children and plan the curriculum to support their learning and development. All children, including those who receive additional funding, make good progress from their starting points in learning. Children are confident and active learners. They enjoy spending time outdoors exploring and developing their physical skills. For instance, older children develop their hand-to-eye coordination, throwing and rolling balls. Babies enthusiastically explore play resources attempting to stack and knock down the blocks. This helps to develop their small muscles and concentration skills. Children participate in activities to develop their understanding of the diverse community. They make national flags and learn about each other's cultures, such as Eid.

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

- Overall, staff provide a broad range of activities for children. Children become engrossed in activities and experiences that capture their interests. For example, they explore different tools in the water. Children with SEND are curious and inquisitive. They confidently put their faces in the water and use all their senses. However, staff do not consistently provide babies with opportunities to develop their sensory skills.
- Staff have a good understanding of their role as a key person. They make sure that babies and young children receive high levels of care and attention. For example, babies receive cuddles to help them settle when they are upset.
- The manager communicates with other settings and professionals to ensure that children receive the support they need. This ensures that children receive support right from the start, and provides continuity of education and care for all children. This prepares children for the next stage of their learning.
- Staff take time talking to babies and encouraging them to respond with babbles and words. Babies receive lots of positive praise for their efforts. Staff understand that some children need more support, such as children with SEND. However, they do not ensure that older children with SEND receive consistent verbal interactions to develop their communication skills. For instance, staff do

not consistently introduce new words during activities.

- Children show a great interest in books and music. For instance, children explore the different sounds that instruments make. Staff encourage babies to identify images and turn book pages. They concentrate well.
- Overall, staff successfully support the learning needs of all children. Children learn about oral health about healthy eating. For instance, they grow fruit and vegetables. Children develop a good understanding about what makes them healthy. In addition, staff support children to develop their early mathematical skills. For example, they monitor and measure how tall the vegetables grow.
- Staff have high expectations of children. From a young age, children learn to be kind and share. Children learn in age-appropriate ways to be respectful to their friends and adults. For instance, staff say 'please' and 'thank you' when babies share their toys with them, and encourage them to babble in response. Children's behaviour is good.
- The manager meets with the staff regularly. She gathers feedback which she uses to review and evaluate her setting. Staff are encouraged to develop their knowledge and skills. This helps to build on their professional development.
- Parents appreciate the information which the manager gathers before children start. In addition, they comment that they always have detailed feedback at the end of the day regarding their children's activities and time at the setting. This supports children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff understand their responsibilities to keeping children safe. She has robust procedures in place for the safer recruitment of staff, including suitability checks. Staff know the signs and symptoms of abuse and neglect and how this might indicate children are at risk. This includes broader safeguarding issues, such as children being exposed to possible radicalisation. They know how to record and refer their concerns, including the whistleblowing procedures, if required. Staff complete daily checks and risk assessments for the setting and trips to the park. This helps to provide children with a safe environment.

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

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

- promote babies' sensory experiences further to enhance their learning opportunities
- develop staff's knowledge of how to support speech and language development more effectively for older children with SEND.

## Setting details

<b>Unique reference number</b>	2551974
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10215753
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	26
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Akim-Umoh, Norah
<b>Registered person unique reference number</b>	RP539368
<b>Telephone number</b>	07958668911
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Eagles Flight Montessori Nursery School registered in 2016 and operates in Southwark. The nursery opens for 51 weeks of the year from 7.30am to 6pm, Monday to Friday. It provides funded early education to children aged two, three and four years. There are three staff, including a qualified Montessori teacher.

## Information about this inspection

### Inspector

Angela Colman

## 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 manager and the inspector undertook joint observations of activities.
- Parents shared their views and the inspector took these into account.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff's interactions and the learning opportunities they provide for children.
- The inspector held a meeting with the staff and the manager. The manager discussed how the nursery is run. The inspector checked documentation, safeguarding and that all legal requirements are met.
- The inspector viewed the indoor and outdoor learning environments.

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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