

Inspection of West Ealing Montessori Nursery (Bilingual-French)

Ealing Liberal Synagogue, Lynton Avenue, London W13 0EB

Inspection date: 4 May 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy to come to this nursery. They are confident and friendly. Children talk proudly about their nursery and all the exciting things that they do there.

Children develop their independence and self-care skills exceptionally well. For example, they select the activity they would like to do themselves and take it from the shelf. They lay out a mat to do the activity on, and tidy up and put it back on the shelf when they have completed it. Children practise many tasks that they may see in their daily lives. For example, they grate soap into a bowl or thread laces. This supports children in learning life skills, and builds their self-esteem and self-confidence.

Children show very good concentration. For example, they focus well on completing complex bead patterns. They are extremely proud when they complete the task. This ability to focus on a task will stand children in good stead in the next stage of their learning journey.

Children behave very well. Staff regularly explain their expectations for children's behaviour calmly and consistently, and children respond to this positively. Children develop their social skills well. They communicate with their peers and play well together, creating role play in the home corner or completing a puzzle as a team.

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

- Leaders have constructed a well-planned programme of learning. They have designed clear learning outcomes for the children. Staff understand the sequence of knowledge that the children will need to have in order to achieve these outcomes. For example, when learning about numbers to 10, children are taught what an amount looks like visually before being taught the number symbol to match the amount. This supports children in making good progress in their learning.
- Staff plan opportunities for children that expose them to new concepts that they may not learn in daily life outside of the nursery. For example, children explore different artists' styles as they learn about the artist of the month, or new ingredients, such as jagaree, as they cook. This helps children to develop their understanding of the world around them.
- Staff in the baby room support children's communication and language development well. They sing lots of songs with the babies and do actions to support their understanding of what the words in the song mean. For example, they point to their cheek as they sing 'the fly is on the cheek'. Staff get down to the children's level to speak to them and narrate what they are doing as they

play. This helps children to begin to say more words.

- Children very much enjoy the many opportunities they have to look at books independently or with a member of staff. They often approach staff to ask them to read a book to them. This supports children to develop a love of reading and develop their range of vocabulary.
- Staff plan a clear programme of learning for physical development. Children have many opportunities to develop their small-muscle skills. For example, babies put buttons in slots and older children use tweezers to transfer bottle tops and squeeze and pull play dough. Children also make the most of the many opportunities to develop their large-muscle skills as they climb over climbing frames and play running games in the garden. This means that children make good progress in their physical development.
- Leaders ensure that staff receive the targeted professional development opportunities that they need to strengthen their teaching skills. They observe staff regularly and provide support to staff based on these observations. This ensures that the quality of teaching is good.
- Staff are able to talk confidently about the progress their key children have made and what their next steps are. They plan learning opportunities for these children to meet their next steps.
- Leaders support children with special educational needs and/or disabilities well. They work closely with external professionals, such as speech and language therapists. They use strategies recommended by these professionals to support children where necessary. This means that these children make good progress.
- Children take part in regular circle times throughout the day. They enjoy singing songs, listening to stories and talking about their emotions during these times. However, on occasion, the size of the group for the circle time or other activities is too large. This does not give every child enough opportunity to participate fully at these times.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding processes to follow if they have concerns about a child or the conduct of a member of staff. Relevant safeguarding information is clearly displayed for staff to refer to. Leaders have a thorough understanding of safeguarding processes and procedures. They stay up to date with any developments in local safeguarding policy or procedure by attending local authority network meetings. Recruitment processes are robust and ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- consider the size of groups during adult-led activities so that children make as much progress as possible at these times.

Setting details

Unique reference number	EY494264
Local authority	Ealing
Inspection number	10237862
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	0
Name of registered person	Creative Minds Nurseries Limited
Registered person unique reference number	RP531166
Telephone number	02036452121
Date of previous inspection	24 January 2018

Information about this early years setting

West Ealing Montessori Nursery (Bilingual-French) registered in 2015. It is situated in the London Borough of Ealing. It is open each weekday throughout the year from 8am to 6pm, except for Friday when it closes at 5pm. The provider employs 15 members of staff. Of these, one holds an early years degree and eight hold relevant early years qualifications at levels 2 to 7. The provider receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Jenny Gordon

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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders about nursery practices 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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