

Inspection of New Park Nursery and Montessori School

67 Highbury New Park, London N5 2EU

Inspection date:

19 May 2022

Overall effectiveness

Outstanding

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 flourish as they attend this extremely stimulating and nurturing setting. They arrive exceptionally happy and eager to play and learn. Enthusiastic staff know children exceedingly well and greet them in their home language. This helps them to feel welcome and safe in the homely environment. Children form positive and secure relationships with adults and their peers. Children behave extremely well and are respectful towards one another. For example, they are very careful not to disturb each other during the activities. Older children say thank you and please without prompting, while younger children practise taking turns happily. Staff are excellent role models of expected behaviour.

Leaders and staff have exceptionally high expectations for all children. They develop their ambitious and broad curriculum based on children's interests and learning needs. Children are in control of their learning as skilful and responsive staff follow their lead during activities. For example, children learn about the habits of the snail that they find in the garden. They ask questions and respectfully listen to others speaking. They vote to choose the best name for the snail. This shows children feel able to express their own thoughts and ideas confidently. Children have ample learning opportunities that respond specifically to their needs. This helps all children to make outstanding progress in relation to their starting points. This includes children with special educational needs and or/disabilities and children who speak English as an additional language.

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

- Leaders and staff have an excellent understanding of what they intend children to learn. Staff demonstrate an extremely high quality of teaching. They implement the curriculum incredibly well and skilfully sequence children's learning. They know children remarkably well and successfully meet their individual needs. This supports children to achieve their next steps and, in some cases, to exceed all expectations.
- Staff are experts in their use and modelling of language. They create opportunities for children to use new language throughout all activities. For example, children sing songs and listen to stories in their home language. They spontaneously use their extended vocabulary in practical situations. For instance, children share with each other words that mean 'hands' in Spanish and Hebrew. Staff interactions with children are excellent and they continuously build on what children already know. This ensures that all children become exceptionally confident talkers.
- Children show a strong interest in books. For instance, babies and toddlers enjoy looking at pictures and select their favourite books. Older children immerse themselves in independent reading. Staff choose books wisely to enhance

children's knowledge and understanding of matters, such as diversity and inclusion. Children learn to use language associated with feelings and are kind to each other.

- Staff support children's mathematics skills superbly. Children sustain high levels of concentration and are deeply engaged in their learning. For example, younger children count their body parts during their play. Older children use beads and other resources to do calculations, such as addition and multiplication.
- Staff use the outdoor area exceedingly well to enhance children's learning and development. Younger children explore natural elements and confidently use outdoor equipment, such as tricycles. Children participate in vigorous physical activities, including playing sports, such as rugby. Inspirational staff share their passion with children and introduce them to activities, such as fencing. This helps children to strengthen their core muscles and ability to use a variety of sport equipment safely. Children are extremely curious and motivated to try new things. They show exceptionally positive attitudes to learning.
- Children are highly independent and helpful. For instance, they put their coats on for outdoor play and change into outdoor shoes. Children help with small tasks, such as tidying up after meals. This helps them gain a deep sense of responsibility and develop their skills, in readiness for school.
- Staff are exceptionally knowledgeable and receive ample training and tailored support to fulfil their roles. They feel valued and show huge dedication to their work. The provider accurately evaluates the setting's practice. This contributes strongly to sustaining the extraordinary and effective practice.
- Parents are extremely complimentary about the setting. They are delighted with the progress their children make. Parents feel superbly supported and informed about their children's learning. This has a significant impact on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an extensive knowledge of child protection policies and procedures. Staff are extremely vigilant and are able to notice even subtle changes to a child's behaviour. Safety is given the highest priority. Staff teach children to identify hazards and how to stay safe. For example, children immediately clean the floor if they spill liquid. Leaders have extremely robust recruitment procedures and complete thorough ongoing checks to ensure the suitability of staff. New staff receive a comprehensive induction. This enables them to fully understand their role and responsibilities.

Setting details

Unique reference number	131720
Local authority	Islington
Inspection number	10138049
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	34
Number of children on roll	59
Name of registered person	New Park Nursery Company Limited
Registered person unique reference number	RP527821
Telephone number	020 7226-1109
Date of previous inspection	11 August 2015

Information about this early years setting

New Park Nursery and Montessori School registered in 1994. It is located in the Highbury and Islington area within the London Borough of Islington. The setting is open each weekday from 7.30am to 6.30pm for 50 weeks of the year. The provider employs nine teaching staff and, of these, seven hold appropriate early years qualifications. The provider receives funding for three- and four-year-old children. The educational ethos at the setting focuses on the Montessori method.

Information about this inspection

Inspector
Agnes Wink

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 their evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the head of education.
- The inspector spoke to parents during the inspection and took account of their views.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of suitability of staff working in the setting.

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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