Inspection of Windmill Montessori School

62 Shirland Road, London W9 2EH

Inspection date:	9 September 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day, they thoroughly enjoy their time at nursery and separate from parents easily. They are excited to greet their key person with a cuddle and go in search of a favourite toy. They feel safe and secure, and staff know the children and families well. Children confidently select activities and know that staff are there for reassurance and support when needed. They benefit from a wide range of enjoyable activities and experiences across all areas of learning and development, indoors and outdoors. The staff team plan activities that interest and excite children. For example, in the garden, children enjoy testing the speed of balls rolling down guttering and eagerly discover ways to fix the guttering when it falls.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Staff consistently talk with children, sing songs and read stories with them. Children respond well and engage in conversations with staff. This helps to extend their communication and language development. Staff are consistent in their approach to managing children's behaviour. Children listen carefully to the adults. Children's engagement and interaction with staff are good. They behave well.

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

- Staff plan a curriculum that blends the Montessori approach and the early years foundation stage. They plan activities with regard to children's interests and consider what children need to learn next. Children are enthusiastic and have a positive attitude to their learning. For example, children discuss how the tower of cylinders balances and what their marks represent as they draw with chalk. Children make good progress in their learning and development, including those with SEND.
- Children benefit from a wonderfully calm and nurturing atmosphere to play and learn in. Their independence is fostered well, and they enjoy making choices about their learning. Staff successfully tailor activities and experiences based on children's interests and individual needs. Staff are knowledgeable about what children need to learn next. Children have many opportunities to explore, be creative and develop their imagination. For example, in the role-play area, children busy themselves making salad for their friends and the staff.
- Staff support and develop bonds with children. As a result, children are happy and motivated to learn. For example, staff comfort unsettled children when they arrive, and they join children at activities to support their play and learning. However, at times during the day, children's emotional needs are not consistently supported.
- Staff promote children's speech development well, including children with

English as an additional language. For example, they engage and interact warmly with children, often using their home language to explain what is happening. Staff hold conversations with children and repeat words back, modelling correct language and pronunciation. Staff support children to develop good listening skills. For instance, during a parachute game, children responded to the tempo of the song to decide how slow or fast to shake the parachute. This has a positive impact on children's communication and language development.

- Staff support children to lead healthy lifestyles. They enjoy time in the garden for fresh air and have healthy snacks and meals. However, the organisation at these times means children sit waiting for too long. Therefore, children are waiting for extended periods of time because staff do not fully tailor the routines to children's needs.
- Partnerships with parents are effective. Staff communicate well with parents, sharing regular updates and information about their children's progress and ongoing achievements. This helps parents to support their children and extend their learning at home. The parent representative regularly liaises with the manager sharing suggestions and comments from parents about the nursery. Additionally, staff's ongoing relationships and collaborative working with other professionals are effective in supporting children's individual needs. For example, staff seek appropriate support from outside agencies as required.
- Staff supervision and support are effective. The manager ensures that regular discussions and group meetings enable staff to identify their own strengths and areas for improvement. Staff speak positively about their roles and how the manager's ongoing support and guidance promotes their professional development. This has a positive impact on staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff access training which ensures their knowledge and understanding of safeguarding is secure. Staff are alert to a wide range of indicators of potential abuse. They know the procedure to follow if they are concerned about a child and where to report any concerns. In the event of an allegation being made against a member of staff, the manager is clear on the procedures to follow and the appropriate agencies to contact. The management follows safer recruitment procedures, and vetting of staff is rigorous. The premises are secure, and the indoor and outdoor environment is regularly risk assessed. Effective staff deployment supports children's safety and security.

What does the setting need to do to improve?

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

- support staff to recognise changes in children's emotional needs to ensure they are responded to quickly
- refine the organisation of routines during the day to minimise waiting time for children.

Setting details

Unique reference number	EY557033
Local authority	Westminster
Inspection number	10174962
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	2 to 4
Total number of places	39
Number of children on roll	31
Name of registered person	Windmill Montessori Nursery School Ltd
Registered person unique reference number	RP557032
Telephone number	02072893410
Date of previous inspection	Not applicable

Information about this early years setting

Windmill Montessori school re-registered in 2018 under the umbrella company of Kindred Ltd. The nursery operates Monday to Friday, from 9am to 3pm, term time only. The nursery employs six staff, of whom three hold a level 4 Montessori teaching diploma, two, including the manager, hold a level 3 childcare qualification and one is unqualified. The nursery offers funding for children aged three and four years.

Information about this inspection

Inspector
Tracey Murphy

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 provider and has taken that into account in their evaluation of the setting.
- The inspector and the manager conducted a learning walk, to discuss how the early years provision is organised and structured.
- A joint observation with the manager was carried out and discussions about the quality of the teaching observed were held.
- The inspector observed staff's interactions with children and the impact these have on children's learning.
- Parents shared their views with the inspector, and these were considered to assess the effectiveness of partnerships with parents.
- The inspector spoke with staff and children at appropriate times.
- A range of documents, including staff's suitability checks and qualifications, were viewed by the inspector.

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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