

# Inspection of Little Elves Montessori

St Edward's Catholic Primary School, Lisson Grove, London NW1 6UH

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Inspection date: 14 September 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

Children are warmly welcomed to the setting. Parents speak highly of the caring and kind staff. The home-from-home ethos of the setting helps children to feel safe and secure. This enhances their ability to learn and explore. The manager and staff have a strong focus on developing and valuing the whole child, and this helps children to build their confidence and self-esteem.

Children who are new to the setting are very well supported. They very soon begin to learn the routines of the day and are happy to explore the bright and attractive play spaces with support from familiar adults. Children enthusiastically explore the wide range of opportunities available to them, and they are developing positive attitudes to learning.

Children benefit from a stable staff team that has high expectations of children's conduct. Children behave well and have learned the rules of the nursery. When asked what being kind means, children talk about having kind hands and sharing, demonstrating their understanding. Staff gently remind children how to use their ears to listen and their eyes to look at the book during circle time. Children respond quickly and politely to their guidance.

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

- The broad curriculum supports children to learn across all areas of their development. The manager and staff team understand the importance of children being well prepared for school. This means that children learn the key skills they need, such as dressing themselves, taking themselves to the toilet and knowing their table manners.
- Children demonstrate a love of stories and songs, and there is a strong focus on communication and language skills at the nursery. This helps children to develop their speaking and listening skills. More work is needed to ensure the programme for early literacy is well aligned with the expectations of the schools the children attend, in order to support children going on to learn how to read once they have left the setting.
- Interactions between staff and children are generally of high quality, and staff listen carefully to children and ensure they meet their needs. When teaching is strongest, children are challenged to think and problem solve. Children respond with curiosity and enthusiasm, asking questions and sharing information. For example, children recall watching chicks hatching, and they use their sense of touch to explore the concepts of rough and smooth when painting.
- Children's independence is fostered well within the nurturing setting. They are encouraged to hang their bag on their pegs, find their own apron before painting and to clear away their plates following meals and snacks. Children

understand the routine of the day, announcing 'it's tidy-up time' and helpfully clearing away the building bricks. This is good preparation for moving on to school.

- The manager has adjusted ways of working to enable the staff to spend more time with the children and less time on paperwork, which is good. Staff have regular meetings to ensure they are up to date with any changes in the field of early years. However, opportunities for continuous professional development are quite limited. The manager is a very good role model for the team and is hoping to develop more opportunities for staff development now working arrangements have returned to normal.
- Children are well cared for. They are treated with respect by the accommodating staff. For example, children can eat at their own pace and are not rushed. This ensures that children eat well and enjoy their sociable mealtimes. Children who need a sleep during the nursery day are provided with comfort and are supervised at all times. The nursery is fully inclusive and welcomes all children and families.
- Parents are extremely positive about the nursery and the staff team. They are very happy with their child's development and learning and receive lots of information regarding what the children are learning. This means that they can continue their children's learning at home. Parents proudly report that their children sometimes teach them about other people's religions and traditions that they have learned about at nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe and protected within the setting. They understand the signs and symptoms to look out for that may suggest a child is at risk of harm, including radicalisation. The open-plan arrangement of the provision ensures that staff and children are in sight at all times, which is a further protective factor. Staff understand what to do if they do have a concern about a child or an allegation is made against them. The premises are safe and secure, with parents needing to request permission to enter the nursery site.

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

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

- ensure that all staff have a secure understanding of the curriculum intent and that implementation is consistently of the highest quality
- review the curriculum for literacy in order to ensure that it is age-appropriate and helpful for when children start school.

## Setting details

<b>Unique reference number</b>	2507251
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10194519
<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>	30
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Little Elves Montessori Nursery School Ltd
<b>Registered person unique reference number</b>	RP909272
<b>Telephone number</b>	07921761835
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Elves Montessori nursery registered at this address in 2019 but has been in operation in the locality for 14 years. The nursery is situated in Marylebone, in the London Borough of Westminster. The nursery is open all year round, Monday to Friday, from 8.30am to 5.30pm. There are seven members of staff, six of whom hold early years qualifications. The manager and two other members of staff hold level 6 Montessori qualifications. The nursery curriculum blends the Montessori philosophy with the requirements of the early years foundation stage.

## Information about this inspection

### Inspector

Penny Fisher

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector spoke to the manager/owner about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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