

Inspection of Dalling Montessori Nursery

Ground Floor, Church Court, Dalling Road, London, Middlesex W6 0EU

Inspection date: 13 September 2022

Overall effectiveness	Inadequate
------------------------------	-------------------

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety cannot be assured in this setting, due to leaders' and staff's poor understanding of the setting's policy and procedure for safeguarding. For example, leaders are not fully aware of the procedure for reporting allegation made against a staff member. This means that they will not act quickly and efficiently when a concern arises.

The manager and staff do not have consistently high expectations of children's learning. At times, children's experiences are limited. For example, staff often leave children to wander around and look for something to do. This impacts negatively on their attitudes to learning. Although children generally behave well, they are not consistently taught well enough about how to keep themselves safe. For example, a child is left unsupervised on a carousel, which children from a local school turn around fast. This leads to the child attempting to get off while the equipment is moving. Staff do not always supervise children effectively and their existing risk assessment for outings is not sufficient.

Most children separate easily from their parents on arrival. Staff take time to talk to each parent when children arrive. This means that the transition between home and nursery is as easy as possible for children. Staff provide children who are upset with reassurance and cuddles. This helps them to settle in within the new environment.

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

- Leaders do not effectively monitor the quality of the nursery. They do not identify areas of weak practice swiftly enough and do not provide staff with targeted training to improve it. This means that they are not meeting several requirements of registration.
- Although leaders design a broad curriculum, they do not ensure that staff successfully implement it. Staff do not focus precisely enough on helping children to work towards their next steps. At times, staff are not clear on the purpose of the activities set out for children. For example, staff put out cutters and rollers, however, no play dough is accessible for children to use on this occasion. This does not support children's learning, as the opportunities for them to strengthen their small muscles are not maximised.
- Children generally are eager to learn and show interest in books. Staff read familiar stories to them. They explore books about healthy eating, which is a focus of the setting. However, at times, children's learning is not always supported during group activities. This is because staff do not effectively engage with children who choose to communicate less.
- Staff interactions with children are inconsistent. At times, staff support older

children's communication and language through meaningful conversations, such as about road safety. However, staff do not support younger children consistently to enhance their communication skills. Children's interactions with staff are often limited to instructional language, as staff tell them what to do, rather than converse with them.

- Staff do not demonstrate a secure knowledge of child development. They plan activities that are too long and difficult for some children in their care. Staff do not reflect on the effectiveness of the experiences that they provide for them. For example, they take children for a walk every day, even when younger children are visibly upset about walking for an extended period. This does not support children's well-being and development effectively, as children do not build on what they can and want to do.
- The key-person approach is ineffective. Although staff collect children's starting points during settling-in sessions, they do not use them to sequence their learning well enough to meet children's individual learning needs. Inconsistencies in teaching impact how well children are supported in their learning, and this hinders their progress over time. This includes children with special educational needs and/or disabilities, children who speak English as an additional language and those who receive funding.
- Children learn about the importance of good health and the benefits of eating a healthy diet. The provider works well with parents to ensure that packed lunches that children bring meet their dietary needs. However, on occasion, staff do not support children's health well. For instance, they fail to bring water and rain covers for an outing. This has a negative impact on children's well-being.
- Staff provide some ways to promote older children's knowledge of mathematics. For example, children count people and objects during activities and practise to write numerals.
- Children have some opportunities to gain independence skills, as staff encourage them to attend to their personal needs on their own. Staff support children who need help with some tasks, such as changing to outdoor shoes.
- Staff feedback well to parents about their child's day. Parents praise the bilingual nature of the setting. They feel involved in children's experiences and comment on the skills children learn, such as eating healthy snacks.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not have a good enough knowledge and understanding of the processes they need to follow if they have concerns about a child's welfare and/or the conduct of a member of staff towards children. Leaders and staff, including the designated safeguarding leads, fail to demonstrate that they are able to identify that children are at risk of harm. They will not act quickly or effectively enough, when a concern arises. Existing risk assessments need improvements, to ensure children are kept safe during outings. Suitable procedures are in place to assure the suitability of staff before they commence employment at the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve leaders' and staff's knowledge about safeguarding, including how to identify and manage concerns in line with the local safeguarding partners and what to do when an allegation is made against a staff member	13/10/2022
improve arrangements for evaluation and monitoring of the practice to identify areas of staff development and provide targeted support that ensures their practice continually improves	13/10/2022
improve existing risk assessment for outings to ensure children's safety	13/10/2022
ensure effective supervision of all children at all times to keep them safe as they play	13/10/2022
ensure the key-person approach is used to tailor care and education to effectively meet children's individual needs	13/10/2022
improve the curriculum delivery to support children to make good progress in all areas of development	13/10/2022
plan and deliver learning experiences that consistently motivate children to learn, and that provide good levels of support for all children, including children with special educational needs and/or disabilities, so that all children achieve the best possible outcomes.	13/10/2022

Setting details

Unique reference number	2498843
Local authority	Hammersmith & Fulham
Inspection number	10205225
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	1 to 5
Total number of places	70
Number of children on roll	14
Name of registered person	Dalling House Mandarin Immersion Limited
Registered person unique reference number	2498842
Telephone number	442088469662
Date of previous inspection	Not applicable

Information about this early years setting

Dalling Montessori Nursery registered in 2019. It operates from premises in Ravenscourt Park, in the London Borough of Hammersmith and Fulham. The nursery is open Monday to Friday, from 9am to 3.30pm, during school term times. The provider offers a breakfast club from 8am to 9am and an after-school club from 3.30pm to 6pm. The nursery employs four staff, two of whom hold relevant qualification at level 7. Two staff are currently working towards their childcare qualifications. The nursery teaches children in English and Mandarin.

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 setting.
- The inspector observed the quality of education and the impact this has on children's learning.
- The manager and the inspector completed a learning walk around the setting.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to children, parents and staff.
- The inspector checked relevant records, including evidence of the suitability of staff working with children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022