

# Inspection of Unique Child Montessori Nursery

45 Manor Road, LONDON E17 5RY

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Inspection date:

22 July 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision requires improvement

The quality of teaching is variable. Overall, children show that they are content and happy, and mostly enjoy the different activities on offer. However, some children, particularly toddlers, do not receive sufficient support with their communication development. For instance, some staff do not maximise opportunities to introduce new language and do not offer enough discussion to support children to learn new knowledge in a meaningful way.

Children receive kindness and encouragement from staff as they play. This helps most children to show good levels of emotional well-being. In addition, most children behave well and manage their emotions effectively. However, in the pre-school room, on occasions, some children argue over resources and become frustrated, as there are not enough toys available based on children's current interests. Although staff positively encourage children to wait and share, for instance by using a sand timer, better planning of the environment would help to ease some of these occurrences.

Despite this, babies and toddlers enjoy reading stories about dinosaurs, playing with play dough and body painting. This helps to foster their imagination and creativity, and offers some new language.

Pre-school children have fun learning about artists such as Van Gogh and painting sunflowers. They also delight when planting sunflower seeds and discussing how plants require sunshine and water to help them grow. During these activities, children are encouraged to describe how the seed and soil feels and count as they plant. This helps to extend their mathematical knowledge and understanding of the world.

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

- The manager, who is newly appointed in this role, is ambitious and has a clear vision for the future. The leadership team has started to identify areas for improvement and is committed to improve the consistency of the quality of education. There is a clear development plan in place and staff engage in regular training and receive frequent mentoring. Despite this, not all children currently receive good enough support, and therefore do not make the full progress they are capable of.
- Pre-school children benefit from a varied curriculum, however the activities for toddlers sometimes lack excitement and do not provide enough challenge and opportunities to enrich their speech and language skills. This means toddlers do not always show consistently positive attitudes towards joining in.
- Children have some opportunities to develop their independence. For instance,

older children serve their food and help to water the plants. However, staff working with toddlers do not maximise opportunities to help them to manage tasks independently. For instance, some staff wash their hands for them and do not give them the opportunity to try to serve themselves during snack time.

- Children with special educational needs and/or disabilities receive positive support with their learning. Staff are proactive in identifying additional needs early and work closely with parents and other professionals to target what children need to learn next. This helps these children to make steady progress in relation to their starting points.
- Staff support children to learn about others' lives that are different to their own. For instance, they share food, dress up and engage in storytelling when celebrating different cultural festivals such as Eid, Diwali, Chinese New Year and Christmas. This teaches children about respect and diversity in a positive way.
- All children enjoy playing outdoors in the fresh air. Staff encourage them to be active as they chase bubbles, dig in the mud and paint using big movements. This supports children's physical development and overall health effectively.
- Staff positively praise children for their efforts and achievements. They notice and comment on moments of kindness. This helps children to build their confidence and self-esteem.
- Parents are very complimentary about their experience at the nursery. They state that their children love attending and staff are very caring and kind. Parents express that they feel well involved in their children's learning, and communication about what their children are learning is a real strength. They also express that they have seen positive changes and better consistency with staff since the new leadership team joined the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe and protect their welfare. They have appropriate knowledge of how to recognise and respond to any concerns about a child's well-being. They frequently refresh their knowledge through child protection training and discussions at staff meetings. Staff are well deployed and supervise children well. They complete frequent risk assessments and fire drills to try to keep children safe. There are good arrangements in place to ensure new staff are fully vetted. This helps to ensure that they are suitable for their role.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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improve adult interactions and the activities on offer, particularly in the toddler group, to ensure children receive consistently good support and higher levels of challenge in their learning.	19/08/2022
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**To further improve the quality of the early years provision, the provider should:**

- review the organisation of the environment and resources available in the pre-school group to minimise incidents of children arguing over toys and to help support even better engagement as they play
- build on opportunities for toddlers to develop their independence skills further and carry out tasks independently that they are capable of doing themselves.

## Setting details

<b>Unique reference number</b>	2560548
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10221663
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Unique Child Day Nursery Limited
<b>Registered person unique reference number</b>	RP528208
<b>Telephone number</b>	0203 409 2512
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Unique Child Montessori Nursery registered in 2019 and is based in the London borough of Waltham Forest. It opens from 8am until 6pm, Monday to Friday, for most of the year. The nursery follows the Montessori approach. It receives funding to provide free early years education for children aged three and four years. There are 14 members of staff. Of these, five hold a level 6 qualification, four hold level 3 and three hold level 2.

## Information about this inspection

### Inspector

Amy Mckenzie

## 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 manager and has taken that into account in their evaluation of the provision.
- The manager completed a learning walk with the inspector and discussed the setting's ethos and intentions for the quality of education.
- The inspector and the manager completed some observations together and assessed the quality of the children's experiences.
- A range of documentation was viewed, including staff training certificates and suitability information.

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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