

Inspection of Montessori & Me Nursery

319 High Road, Romford, Essex RM6 6AX

Inspection date:

22 September 2022

Overall effectiveness

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The management team has a clear expectation of what they want children to achieve. The learning programme is designed to help children to make progress from their starting points in learning. However, the quality of teaching is inconsistent across the staff team. During the inspection, some children did not have consistent opportunities to hear good models of language. Furthermore, staff's induction processes are not always robust. The providers are aware of this and demonstrate a willingness to make further improvements to enhance the quality of care and education provided for the children. This includes the recruitment of more qualified staff.

The routines of the day are well planned. This helps children to settle easily at the start of their day. Children in all rooms at the nursery play kindly with each other. Staff help children to learn to share and take turns as they play together. Overall, children are happy and behave well. Children develop their confidence. They change into their indoor shoes when they come into the nursery. Children know when to ask for help and staff promptly encourage and support them. In addition, the chef and staff have a thorough understanding of children's dietary requirements and allergies. Children in the baby room are calmly smoothed to sleep. This supports children's personal development and health.

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

- The manager has responsibility for training and induction. Most staff show an appropriate knowledge of the nursery's policies and procedures. The manager is aware of the training needs of all staff. However, some staff do not understand all of the nursery's policies and procedures. This has an impact on the quality of education that children receive.
- The manager and providers have an effective recruitment procedure and carry out suitability checks on all new staff members. However, staff's skills are variable. Staff are not consistently deployed effectively, which impacts on children's learning and development.
- Staff promote children's exposure to early literacy in the nursery. They provide various activities about the story 'The Tiger Who Came to Tea' in the pre-school room. However, in the pre-school room, staff frequently stop reading to explain to children how to sit. These interruptions mean that some children find it difficult to listen and engage in some stories.
- The support for children's independence skills is variable. For example, many children pour their own drinks and scrape their plates after lunch. However, in the toddler room and pre-school room, when children use the toilet, the toilet roll which they need is not always in easy reach. Kind staff are usually available to support them. However, this shows that staff do not always understand how

to prepare the environment to help children to consistently manage their self-care skills.

- Staff in the baby room joyfully sing the menu for the day to children. Babies respond well to this. This promotes some children's language and communication skills.
- Staff in the toddler room skilfully extend children's learning. During a story time session, staff use gentle tones and playfully encourage children to repeat refrains from a familiar story. This helps children to build a love of reading and encourages them to have a positive attitude to their learning.
- Children choose activities which spark their interests. Children of pre-school age show good control and coordination as they move around the outdoor area. Some children use a painting easel to paint big circular shapes. Other children select and ride tricycles. Young children happily empty and fill containers at the water tray. These activities benefit children's small and large muscles.
- Staff playfully teach children about numbers through a range of experiences. For example, children riding on tricycles say, 'one, two, three, look at us, I'm driving' as they count themselves and their friends. This demonstrates that children are beginning to understand quantities. This supports children's understanding of early mathematical concepts.
- Parents praise the nursery. They like the support which staff offer them and their children. Parents welcome the regular information that they receive about their children's experiences and development. This supports children's next steps in their education.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what they must do if they are worried about a child's welfare. They know who to speak to if they have concerns about the suitability of other staff members or managers. Staff carry out risk assessments to ensure that the premises are safe and suitable for children. Relevant staff have completed paediatric first-aid training. This ensures that they support children effectively in the event of an accident. The management team makes sure that staff who start working at the nursery without a Disclosure and Barring Service check are never left unsupervised with children.

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:

	Due date

improve staff's induction to ensure that all staff understand the nursery's policies and procedures	21/11/2022
improve staff deployment to ensure that staff engage with all children effectively to increase their enjoyment and extend their learning.	21/11/2022

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

- improve consistency in how the environment is planned, so that children can develop their independence and self-help skills, especially during personal care times.

Setting details

Unique reference number	EY558576
Local authority	Barking and Dagenham
Inspection number	10213636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	48
Number of children on roll	72
Name of registered person	Montessori & Me Nursery Ltd
Registered person unique reference number	RP558575
Telephone number	02085994279
Date of previous inspection	6 October 2021

Information about this early years setting

Montessori & Me Nursery registered in 2018 and is located in Essex. The setting operates for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday. It also provides out-of-school care in the mornings and evenings during term time. There is also a holiday club from 7.30am to 6.30pm during the school holidays. The provider employs 11 members of staff. Of these, eight hold early years qualifications at level 5, 3 or 2. The provider offers funded early education for children aged two and three years.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed the ongoing impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager showed the inspector around the nursery and explained how staff support children's learning, engagement and development.
- The inspector observed the quality of interactions between the staff and children and assessed the impact of these on children's learning.
- The inspector and the manager observed a joint activity.
- The manager and providers met with the inspector. Discussions included the arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents relevant to the inspection.
- The inspector spoke with staff, parents and children at appropriate times.

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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