

Inspection of Riverside Nursery schools- Kew Montessori

St Luke's House, 270 Sandycombe Road, RICHMOND, Surrey TW9 3NP

Inspection date: 21 September 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This setting is at the heart of the community, allowing children to extend their social skills and develop a sense of belonging. Children are excited to attend the setting and arrive happy. Staff provide countless opportunities for children to flourish in their learning and development. Children are eager to start learning. They are settled into nursery and supported strongly by their key person. Children enjoy a Montessori approach to their learning through child- and adult-led activities, with a varied and rich curriculum. They help themselves to resources. Children show exemplary behaviour and respect for themselves, each other and the environment around them. Children talk proudly about their environment and share their enjoyment with adults.

Parents know that their children are safe. They are assured that staff help their children to succeed in their development and learning. Leaders have high expectations and a clear vision for the setting. Staff are skilled in taking every opportunity to capture all children's interests and imagination through play. This impacts positively on all children, allowing them to grow and be exposed to different moments within the setting. Children enjoy a group circle time each day, which builds on their vocabulary through song, stories and experiences. For example, they sing familiar nursery rhymes in Mandarin.

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

- The setting is calm, yet filled with children deeply involved in their learning, through child- and adult-led activities. The curriculum is flexible and embedded throughout the setting, with a high focus on communication and language. Staff organise adult-led activities well, such as extending children's vocabulary, using sounds, interactions and resources.
- Staff provide children with a high range of well-thought-out activities, which allow children to be exposed to different ways of learning and challenges. Staff are clear about what they want children to learn and how they can achieve this. They skilfully guide children and encourage them, when needed. For example, when children attempt to walk along a balancing beam and occasionally fall off, staff consistently encourage them to keep going and to develop their own understanding of risk. Children demonstrate high levels of self-control and independence.
- Staff provide opportunities for all children to develop their own interests and talents through the wide range of experiences on offer. For example, children experiment with different materials on a model volcano to make it erupt, and they make their own orange juice at refreshment time.
- Leaders have high expectations for children and staff. Teamwork is strong, and all staff show determination in ensuring that children progress. Staff speak

highly of their management team and of how they are supported in their well-being, with meetings and activities, such as yoga.

- Leaders are always trying to find ways to enhance the setting to support children and families. For example, they have invested in resources to support children who speak English as an additional language and provided continual staff training to ensure a consistent high-quality of care. For example, some staff have attended training about 'loose parts', then implemented this, allowing children to boost their natural curiosity.
- All children are fully supported, especially those who may need additional support and those with special educational needs and/or disabilities (SEND), through staff interactions and by staff knowing children and their families very well. For example, there is an internal speech and language therapist to train staff and to provide families with strategies on how to support their child at home.
- Staff constantly extend children's vocabulary through high-quality teaching methods and by modelling positive relationships. Staff are skilled at adapting and focusing on children's individual needs and learning. For example, while children play in the mud kitchen, staff meet children's individual learning goals. They ask the children questions and challenge them effectively.
- Parents are delighted about the care their children receive. They appreciate the support and connection with their child's key person.
- Children understand that respect is very important, and they are well behaved. Because of the routines and rules of the setting, children have a clear understanding of what is expected of them and demonstrate this in many different ways. For example, children visit a local care home where they share in the opportunity to sing to the residents. This helps children to build on their personal and social development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong knowledge of safeguarding and are well trained in understanding the signs and symptoms of abuse. They know children well and are quick to identify any changes that may worry them. Staff understand the safeguarding procedures thoroughly. Leaders have an excellent knowledge of safeguarding, early help and a multi-agency approach. This helps them to support families in different situations. The strong relationship between staff and families helps them to feel comfortable in identifying any support that is needed. Children manage their own safety well through risky play and with the support of staff.

Setting details

Unique reference number	EY476835
Local authority	Richmond Upon Thames
Inspection number	10236355
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Broomfield House School Ltd
Registered person unique reference number	RP532112
Telephone number	02083321255
Date of previous inspection	20 September 2016

Information about this early years setting

Kew Montessori registered in 2014. It is situated in St Luke's House, in Richmond, Surrey. Kew Montessori is one of three settings managed by Broomfield House School Ltd. The nursery school follows the Montessori ethos. It is open during term time, Monday to Friday. The nursery operates morning sessions, from 9.10am to 12.15pm, and afternoon sessions, from midday to 3.05pm. It also offers a holiday club, which operates one week during the Christmas holiday, one week during Easter break and two weeks during the summer holiday. The nursery employs nine members of staff. Of these, seven staff, including the manager, hold appropriate qualifications at level 3 or above and Montessori qualifications.

Information about this inspection

Inspector

Tania Poulton

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection. They talked about their friends and what they like doing at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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