

Inspection of Vision Montessori School

All Hallows Church Hall, Greenford, Ealing UB6 0PR

Inspection date: 17 October 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children in the setting are independent and happy learners. With the support of staff, they are able to direct their own learning. Children have access to the garden area, where they can enjoy physical games. The children communicate well with their peers and familiar adults. They are able to have meaningful conversations. For example, while playing in the garden, the children independently created their own game and its rules. Staff supported the rules when other children wished to join. They used opportunities to extend the children's vocabulary.

The setting has high expectations for children. Staff promote and plan for the uniqueness of children's learning experience. The room is set out with a wide variety of activities. This allows the children's learning to progress independently. The tasks are developed to allow children to be stretched, with support provided by staff for children of all abilities to participate. Staff know their children and adapt activities to the needs of the children. For example, changing the afternoon activity as the children wanted to go outside.

Staff are aware of the effect of COVID-19 lockdowns on children and their families and have provided activities online during that time. They are aware of the impact that this has had on children and provide individualised support to children affected by the lockdown.

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

- Mathematics is embedded in the curriculum as children are encouraged to use numbers by staff doing various activities, for example using counting while playing in the garden. Most children are able to count, hold conversations with their peers and older adults.
- Children are well behaved. They are able to listen while other adults and children talk, share and wait their turn.
- Children are able to move freely through the setting. This promotes high levels of independence. For example, the children are able to choose activities while staff support and direct their learning.
- Children understand the routine and are able to perform self-care tasks. For example, on entering the building children are able to take off their coats and hang them up, place their shoes in an appropriate place and wash their hands. Staff support newer children, who are not so sure, to develop their confidence.
- The staff model positive behaviours, which the children also show. Staff ask children how they feel, and children make the staff aware, for example, that another child was not feeling well during snack time.
- The setting uses meditation and yoga to support the children's good, calm behaviour. The children were calm, showing good interactions with adults and

other children.

- The management team are effective. They work together to ensure they meet the individual child's needs. They plan the environment to give children variety and activities that stretch them. Children are kept safe.
- Children are settled gradually. Parents are aware of their key person. Parents are happy with the communication they receive. Although they are not always aware of planned meetings, they feel staff will speak with them about any concerns.
- The manager has a clear vision for ongoing improvements for the nursery. She has identified strengths and areas for further development, which includes evaluating staff practice and building on their skills. For example, identifying improvements needed in the morning circle time and during the observed activity.
- Communication and language are embedded throughout the setting. Children are spoken to throughout the day by staff in an appropriate manner. Routine is used by staff to support this. For example, in the morning activity, children discuss the days of the week, weather and other areas. However, some children lose concentration during the longer morning session, although their behaviour remains good.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the safeguarding policies and procedures in the setting. When staff have concerns, they discuss it with the manager and relevant professionals. Managers are clear on reporting processes. This allows for appropriate action to be taken. They receive regular training, which they implement. Recent training for staff has included updating their knowledge of safeguarding and understanding of neglect. From this staff have implemented new processes to help them recognise any concerns earlier. Managers monitor that staff keep information regarding safeguarding incidents and training up to date.

What does the setting need to do to improve?

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

- consider more closely how to adapt group activities to ensure all children fully engage and benefit from the learning opportunities
- embed the system for monitoring the quality of provision to build on staff's awareness of following policies and procedures to support their practice and confidence.

Setting details

Unique reference number	EY359128
Local authority	Ealing
Inspection number	10235126
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	1 to 4
Total number of places	46
Number of children on roll	10
Name of registered person	Ojal Montessori UK Limited
Registered person unique reference number	RP527179
Telephone number	0203 488 2877 or 07575176267
Date of previous inspection	14 December 2016

Information about this early years setting

Vision Montessori School registered in 2007. It is located in Greenford, in the London Borough of Ealing. The nursery is open each weekday from 9am to 3pm and operated during school terms. The provider receives funding to offer free early years education for children aged two, three and four years. There are four members of staff. One member of staff holds early years professional status. The remaining three staff have qualifications at either level 3 or level 6. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Afulenu Nwabuzo

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 deputy manager took the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector carried out joint observations of group activities with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The deputy manager spoke to the inspector about how they support children with special educational needs and/or disabilities.

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