

Inspection of St Patrick's Montessori Nursery School

91 Cornwall Rd, London SE1 8TH

Inspection date: 4 January 2023

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

Children are happy and settled and flourish at this nursery. They are excited to explore the inspiring creative spaces that quickly capture their interests. Children form strong attachments with their devoted key person and are emotionally secure. They benefit from the excellent care and consistent routines provided by the dedicated and highly qualified staff team. Staff anticipate the needs of the youngest children extremely well. For example, when new children become upset, they quickly respond. Babies quickly settle in this warm and homely environment. Older children demonstrate an excellent understanding when following complex instructions. They listen attentively and take appropriate actions. Staff challenge their thinking and support their problem-solving skills. For example, children learn about balance and exercise during outdoor play.

Staff value the diverse needs of the children and celebrate their unique qualities. Children who speak English as an additional language communicate exceptionally well. For example, children confidently talk to staff in both English and their home language. Children with special educational needs and/or disabilities receive swift and targeted support from skilled and highly trained staff. As a result, all children make rapid progress from their starting points. Children's behaviour is exemplary, and they share and take turns when playing with their friends. Children develop excellent self-care and social skills that prepare them for their future learning.

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

- Leaders are inspirational, and they strive to maintain an outstanding practice. They are passionate about putting children at the heart of their provision. Leaders continually research and use innovative ideas to implement an ambitious and unique curriculum that is securely embedded across the whole provision.
- Staff know the children exceptionally well and are very passionate about their learning. Leaders and staff rigorously check the progress of each child. When identifying gaps in children's learning, they provide excellent support to help narrow these gaps. They work successfully with other professionals and parents. They continually review targets to ensure every child benefits from the curriculum. This results in high-quality teaching that helps all children to swiftly catch up.
- Partnerships with parents are exceptionally strong. The highly effective communication systems ensure that parents are fully aware of their children's experiences and how to continue this support at home.
- Staff prioritise children's communication and language development. They respond skilfully to the non-verbal cues of babies and children with limited language. Staff know when to comment, sing and introduce materials or

language that capture their interests. Staff consistently introduce new words. For example, when using weighing scales to balance fruits, feathers and bottle corks, they say words like 'equilibrium', 'balance' and 'floating'.

- Staff introduce resources and activities that support children to explore and value their individual differences, home lives and experiences. Staff encourage children to find out about the diversity of the wider world through creative arts, reading and celebrations. For example, children talk about celebrating Christmas and Chinese New Year. They role play in the pretend restaurant, cooking a Chinese meal using natural resources such as rice, noodles, ginger, cinnamon and lemons. They make superb comments on the colours and smells of spices. For example, a child tells the inspector to smell the aroma of the ginger.
- Children are immersed in the nursery's large open-space environment. The play opportunities are inspirational. Leaders use academic research to apply innovative ideas to the outdoor play. Children learn about nature and their natural environment. Staff understand the importance of providing physical activities. Younger children are delighted to run in the garden as they develop their coordination skills, and older children climb and skilfully negotiate equipment.
- Children develop strong friendships and listen to one another. For example, at circle time, a child says 'listening is learning'.
- The experienced manager supports staff extremely well through tailored supervision meetings and targeted training. Staff well-being is paramount to the leaders, and a 'well-being hub' is provided with practical resources and initiatives.
- Children learn about healthy lifestyles. They willingly eat healthy food and drink water to keep hydrated. They learn how to care for their teeth and their personal needs.
- Children are confident and self-assured and make outstanding progress. They are extremely well prepared for their next stage of learning and eventual move to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have an excellent understanding of their roles and procedures to support children's well-being. Staff regularly attend safeguarding training to strengthen their knowledge further. They know how to record and report any concerns about children's welfare. Staff understand their role to protect children from extremist views and beliefs. Robust recruitment and vetting procedures ensure staff's suitability. Staff thoroughly and consistently risk assess the environment and activities. They support children's growing understanding of how to keep themselves and others safe when using technology. Children confidently talk about how to play safely and how to handle risks.

Setting details

Unique reference number	144712
Local authority	Lambeth
Inspection number	10234230
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	0 to 4
Total number of places	80
Number of children on roll	52
Name of registered person	Radius Educational Services Limited
Registered person unique reference number	RP907090
Telephone number	0207-928-5557
Date of previous inspection	5 January 2017

Information about this early years setting

St Patrick's Montessori Nursery School registered in 2001. It operates from a converted Victorian building in the Waterloo area of London. The nursery employs 56 members of staff. Of these, 22 hold appropriate early years qualifications, including one with qualified teacher status. The nursery incorporates Montessori teaching alongside the early years foundation stage. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Sandra Watt

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 the inspector completed a learning walk together.
- The inspector spoke to parents to gain their views and experiences of the nursery.
- The inspector jointly observed an activity with the manager.
- The inspector spoke to staff and children during the inspection and took account of their views.
- The inspector observed teaching and learning, indoors and outdoors.
- The inspector held a meeting with the manager. She looked at relevant documentation and 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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