

# Inspection of Blue Planet Montessori Nursery School

Michenden Sports Complex, Bramley Road, London N14 4HL

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Inspection date: 21 February 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

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

### The provision is outstanding

Children thrive at this truly inclusive setting. All children are included in a wide range of activities and experiences, including children with special educational needs and/or disabilities (SEND). Children are eager to come to nursery, confidently leaving their parents and running in ready for the session. The learning environment is inviting and offers a broad range of experiences that children become deeply involved in. Children take part in circle time sessions expertly led by the manager, who encourages the children to be curious about fish, using aspirational vocabulary that children remember and use later in their play.

Children develop an understanding of the world around them through first-hand, meaningful experiences. They are fully involved in investigating the look, feel and smell of fish that have been bought from the fishmongers. Children have impressive language skills, as they talk about the gills, eyes, scales and fins of the fish. Children show their knowledge and understanding as they talk. For example, as they look at pictures of buildings from around the world, one child comments, 'the wobbly tower', when looking at the Leaning Tower of Pisa. Children demonstrate positive attitudes to learning, and their enthusiasm is infectious.

Children are independent. They confidently put their coats on and go outside to enjoy the well-organised outdoor area. They expertly use the obstacle course and stepping stones, and they crawl under the tunnel and walk along the planks. They take turns with resources, and children work really well together to match different-coloured beanbags to the corresponding-coloured shape. Children receive praise and encouragement from staff, and behaviour is exemplary. As a result, the environment is harmonious and calm.

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

- Leadership is exemplary. The staff team knows the children exceptionally well, and the curriculum is tailored to the needs and interests of the children. The support for children with SEND is meticulous. Children are encouraged to participate in all experiences, and signing is used to support effective communication. For children with more complex needs, there is an offer of care and individual support. As a result, all children with SEND make exceptional progress.
- The well-thought-out curriculum is designed to inspire children to learn. It is aspirational and offers children a chance to be immersed in play and learning, which supports their developing knowledge and skills. The children make connections in their learning and know and remember more to consolidate their ideas. The children talked about the features of a mammal and used this knowledge to make sense of the differences between a mammal and an

invertebrate. As a result, the children have exceptionally well-developed vocabulary, which they use with confidence.

- Interactions between staff and children are exemplary, and staff use a rich array of vocabulary to support children's learning. Staff differentiate their interactions to support individual children. Symbols are used to encourage the communication of children with SEND. Leaders have identified children who need extra support and build in small-group work to develop children's confidence. The groups are well planned. Consequently, children make substantial progress.
- Children enjoy their story time, and staff ensure that children are involved and offer a language-rich environment. Links are made to recent learning, and opportunities to discuss kindness, well-being and friendship are expertly taken by staff. As a result, children are aware of the feelings of others. The staff team is experienced and well trained. Staff encourage children to be involved and offer them the highest level of support, inspiring them to continually improve. Snack time is an opportunity to discuss healthy food and to encourage children to make choices and wait for their turn. 'Fruit is healthy', one child states. Children wash up their plates afterwards, showing high levels of confidence and independence.
- Parents and carers cannot praise the nursery highly enough. Many have sent older children to the provision. They speak of the nursery being 'amazing' and that staff 'always go above and beyond' to support their children, particularly children with SEND. Effective communication between home and the nursery is appreciated by parents. Parents endorse the children's excellent progress and the quality of the curriculum and ideas for home learning. This further demonstrates the impact of the outstanding quality of education.
- The manager is passionate about her role, and staff are well supported in their professional development, ensuring they are able to continually improve. The impact of this is that staff well-being and morale are exceptionally high. The manager ensures that new starters receive high-quality training and support. The manager has implemented new initiatives, which has further enhanced staff training and confidence in their roles. The manager has an excellent rapport with the staff, children and their families. As a result, the setting has a positive impact on the community.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is of a high priority and that all staff are clear and have a robust knowledge about the system for referrals. Leaders ensure that there is regular staff training, and they tailor training to specific areas to deepen staff knowledge, including female genital mutilation and county lines. Staff have a confident understanding of how to identify any concerns about a child or adult and of what procedures to take should any concerns arise. All accidents are assessed and recorded. Risk assessments are carried out to lessen further incidents.

## Setting details

<b>Unique reference number</b>	135255
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10265177
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Stocking, Diane
<b>Registered person unique reference number</b>	RP511673
<b>Telephone number</b>	020 8449 1661
<b>Date of previous inspection</b>	26 May 2017

## Information about this early years setting

Blue Planet Montessori Nursery School registered in 1999. The nursery school operates from Michenden Sport Complex in Southgate, in the London Borough of Enfield. The nursery school opens from 9am to 3.30pm, Monday to Wednesday, and from 9am to 1pm on Thursday and Friday, during term time. Children attend a variety of sessions. The provider is in receipt of funding for free early education for children aged two, three and four years. The provider employs five staff, who all hold relevant qualifications at level 3 and above, including specialist Montessori qualifications. The manager holds a relevant degree and has achieved early years professional status. The nursery adopts a Montessori approach within the curriculum.

## Information about this inspection

**Inspector**  
Lisa Clarke

## 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 provider.
- The manager joined the inspector on a learning walk of the provision and talked to the inspector about their curriculum, what they intended children to learn and their inclusive environment.
- The inspector observed the quality of education during activities and experiences, indoors and outdoors, and assessed the impact on children's learning and choices.
- Children spoke to the inspector about the activity they were taking part in and what they enjoyed doing at nursery.
- Parents shared their views about the nursery with the inspector.
- The inspector and manager observed a session led by a member of staff.
- The inspector observed two small-groups sessions, which focused on communication and language.
- The inspector spoke to staff at convenient times during the inspection and took account of their views.
- A meeting was held between the inspector and the manager to discuss their self-evaluation of the setting and the suitability of staff.
- The inspector viewed a range of documents.

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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