

Inspection of The Montessori Children's House

34 Robin Hood Lane, SUTTON, Surrey SM1 2RG

Inspection date: 31 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The manager has supported the team to progress since the last inspection. Staff have undertaken training to improve their knowledge and new strategies have been put in place to manage children's behaviour. Staff feel well supported by the manager to fulfil their role. Children are excited to come to the nursery and are warmly welcomed by staff. They settle quickly and part from their parents with confidence. Children are friendly and play well together. They share their ideas and help each other try new things. For example, one child demonstrates how to stretch the slime thin with two fingers and another child copies. Children explore the indoor and outdoor environment and choose their own activities. Staff encourage them to lead their own learning by using a wide range of resources that give them opportunities to practise new skills, such as using scissors to cut paper and using templates to gain pencil control.

The curriculum has been strengthened to provide suitable challenge for all children. The resources are well sequenced to help children build on their current skills and gain confidence in their abilities. Staff are ambitious for children and plan opportunities that will prepare them well for school. All children, including those with special educational needs and/or disabilities (SEND), make good progress. The manager has supported the team to progress since the last inspection. Staff have undertaken training to improve their knowledge and new strategies have been put in place to manage children's behaviour. Staff feel well supported by the manager to fulfil their role.

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

- Staff help children learn to follow rules and respect their environment. For example, when a child finishes playing with the bubble-making tray, staff remind her to put it back on the shelf for the next person. Children are kind and respectful of each other. They say, 'please' and 'thank you' and learn to wait patiently for a turn on a favourite bike.
- Children learn to be independent. Staff teach them how to put on their coats and shoes and to wash up their own plates. Small groups of children help prepare fruit snacks for everyone. Staff use these opportunities to talk to children about their likes, dislikes and personal preferences. Children bring their own lunches and enjoy talking about and comparing their food. At times, the preparation of snacks and meals is slow, meaning some children become frustrated and impatient. The manager has identified that this is an area where they can improve.
- Support for communication and language is good. Staff engage children in conversations about their play and add new words to extend their vocabulary. They adapt their interactions to support children appropriately. For example,

they use simple words, gestures and props with children who speak English as an additional language and sensitively encourage them to name objects and colours. Children enjoy joining in with songs and rhymes and share their favourites books with adults. However, when these activities take place in large groups, some younger children find it difficult to participate, which means they do not benefit from the activity as much as they could.

- Staff teach children to keep themselves safe. They remind them to take their time when using the climbing frame outdoors and involve them in mopping up spilled water. Children talk about washing their hands, so they are 'nice and clean' before they sit down for lunch.
- Children with SEND are well supported. Staff liaise with other professionals and parents to understand their individual needs. Care plans are carefully planned and shared with the whole staff team.
- Parents are very happy with the care their children receive at the setting. They report strong relationships between staff and children and feel their children are happy and enjoy attending. Parents of children with SEND feel well supported by the staff. Staff share general tips with parents to support learning at home. However, some parents would benefit from ideas that are specific to their child's individual learning.
- The manager is clear in her aims to provide inclusive provision for all children. She encourages parents to join in with nursery celebrations and share food, music and songs from their home cultures. Her relationships with other local services, such as the local schools, mean children receive a consistent approach to their learning between settings.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify the signs and symptoms of abuse and neglect. They understand their responsibility to protect children from harm and what to do if they have concerns about a child's welfare. Regular training means staff keep their knowledge of child protection issues up to date. All staff are trained in paediatric first aid and know how to respond to accidents. Daily risk assessments are in place to minimise the risk of accidents occurring. The manager follows robust recruitment processes to ensure only suitable staff are employed.

What does the setting need to do to improve?

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

- review and improve routines to minimise children's waiting times
- monitor large-group sessions to ensure they meet the needs of all children
- provide more specific information for parents to support their children's learning at home.

Setting details

Unique reference number	EY248359
Local authority	Sutton
Inspection number	10261656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	20
Name of registered person	The Montessori Children's House Ltd
Registered person unique reference number	RP521069
Telephone number	020 8652 5662
Date of previous inspection	21 September 2022

Information about this early years setting

The Montessori Children's House opened in 2003 and is located in the London Borough of Sutton. The setting is open on Monday to Friday, during term time, from 8am until 4.30pm. A team of nine staff, including the nursery manager, work with the children. Of these, all staff hold appropriate early years qualifications. The setting is committed to the Montessori teaching methods and principles.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- Children communicated with the inspector during the inspection.

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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