

Inspection of Little Sweethearts Montessori School

St Saviours Church Hall, Warwick Avenue, London W9 2PT

Inspection date: 28 February 2023

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 and their parents are warmly greeted by staff on arrival to this warm and calm nursery. Children know the nursery routine well. They independently put on their indoor shoes and happily join their friends to begin their day. Children enjoy a healthy breakfast of crackers, bread, spread and fruits. They confidently use cutlery to spread butter on their crackers and pour water into a glass. Children are encouraged to independently choose what they want to play and learn, depending on their interests. For example, children learn about two-dimensional shapes using sensory touch to support their understanding. Staff model, repeat and encourage children to feel the shape until their curiosity allows them to try the next stage independently.

Children behave well in this nursery. Staff encourage children and model their expectations to create a calm learning environment. Children tidy up after themselves before moving on to the next activity. Children enjoy creative play using various mark-making resources available, such as paint, pencils, pens and scissors. Children paint boxes to create a house based on their learning of homes and buildings. Books are readily available for children to explore and make links in their play, so they begin to understand the various types of buildings and their uses. Children respond well to the praise from staff. For example, when children attempt to create a building with large blocks, they are encouraged to use trial and error to see which blocks fit on to one another. This helps to build children's confidence. Staff communicate skilfully with children and provide good support to children who are learning to speak English as an additional language. Staff learn key words in children's home languages to help children to settle.

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

- Children develop their independence skills very well. On arrival, staff encourage children to hang up their coats, hats and outdoor shoes on their named pegs. At mealtimes, children can help themselves and use cutlery. Older children can pour water from a jug, with younger children being supported by staff.
- Staff gather information about children when they first start. They provide activities based on children's interests and engagement. Staff use their regular observations to identify any gaps in children's learning. Where necessary, staff work with other professionals to support children to make progress from their starting points in development, including children with special educational needs and/or disabilities.
- Children gain good language and literacy skills. For example, during story time, children listen carefully and enjoy singing. Staff use opportunities to extend children's language and ask them questions. They calmly give children time to think and respond, supporting their confidence.

- Leaders have high expectations for the nursery. Staff are encouraged to undertake training to build and share their knowledge. They also use peer-on-peer support to identify their strengths and areas for further development.
- Staff teach children about healthy lifestyles and how to look after their bodies. Children wash their hands before meals and are encouraged to wipe their noses with tissues and discard them appropriately into the bin. Children eat nutritious snacks and lunches, which consider their dietary requirements. They have regular outdoor exercise where they jump, climb and hop to extend their gross motor skills.
- Partnerships with parents are strong. Parents are happy with the progress which their children make and the support which staff provide. Staff share regular information with parents about their children's needs.
- Children engage well with staff during their learning experiences. They respond to questions and show a positive attitude to their learning. For example, during everyday practical life experiences, children fill and pour with jugs, and polish and scrub with cloths. This provides children the opportunity to concentrate and learn through sequence.
- Staff provide a rich environment that promotes diversity and inclusion. For example, when celebrating festivals, parents share stories to support children's understanding. Staff offer children activities to extend their learning, such as creating lanterns at Chinese New Year. This helps children to learn respect for others and understand what makes them unique.
- Children learn and respond to routines. For example, after each activity, they tidy up after themselves learning to respect their environment.
- Children learn about numbers and shapes. However, staff do not ensure that there is consistent teaching of mathematical language in all rooms.
- In the room for younger children, staff do not ensure that they consistently promote children's language and encourage them to share their experiences, such as at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibilities to keep children safe in this nursery. They understand the signs and symptoms of abuse and who to make a referral to if required. For example, staff know when to make a referral to the local safeguarding team to protect children from harm. They complete daily risk assessments to ensure that the nursery is clean, safe and suitable for children. Staff supervise children closely and maintain ratios. Leaders understand their role to ensure the ongoing suitability of staff to make that they remain safe to work with children.

What does the setting need to do to improve?

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

- reinforce the use of mathematical language in all areas of the nursery so that children develop the necessary building blocks to excel in mathematics
- support younger children more consistently to extend their language and to share home experiences and their knowledge.

Setting details

Unique reference number	135056
Local authority	Westminster
Inspection number	10265176
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	2 to 4
Total number of places	87
Number of children on roll	42
Name of registered person	Little Sweethearts Nursery School Limited
Registered person unique reference number	RP527579
Telephone number	020 7266 1616
Date of previous inspection	26 May 2017

Information about this early years setting

Little Sweethearts Montessori School registered in 1995. The nursery is situated in the London Borough of Westminster and operates during term time from 8.45am to 3.45pm, Monday to Friday. There are 12 members of staff. Of these, eight staff hold relevant early years qualifications, ranging from levels 2 to 6. The nursery school follows the Montessori method of teaching.

Information about this inspection

Inspector

Jacqueline Halpin

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The manager and inspector carried out a learning walk together and discussed the curriculum.
- The inspector spoke with parents and staff and took their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between staff and children.
- The inspector walked with staff and children on a visit to the local playground.
- The inspector held discussions with leaders about their vision and the nursery's practice and procedures.

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 2023