

# Inspection of Early Blossom Montessori Nursery School

3a Neville Gill Close, Wandsworth SW18 4BS

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Inspection date:

8 March 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

Children are happy and friendly and welcome visitors to the setting. They show that they feel safe and secure and have warm bonds with staff. For instance, children go to staff for cuddles when they are feeling unwell and giggle as staff play circle games with them. The environment is well organised and resourced. This enhances children's play as they explore and use their imagination. For example, children create their own gardens with flowers and are proud as staff take photographs.

Children follow their interests as they play. They develop their fine motor skills as they trace around templates of their favourite animal and learn about 'cause and effect' as they press buttons on sound toys. However, there are times when children's unwanted behaviour interrupts their learning. For instance, children repeatedly squabble over items they want and this distracts them from their learning.

Children begin to learn how to do things for themselves. They use simple techniques when putting their coats on and clean tables before eating their lunch. Staff help children learn how to keep themselves safe. For instance, at story time, children learn why it is important to be careful around fire.

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

- There are inconsistencies in how staff deal with children's unwanted behaviour. They do not always follow effective behaviour management techniques to enable children to manage and control their behaviour, thoughts and actions in a positive way. This impacts on the progress children make in their personal, social and emotional development.
- Overall, children have positive attitudes towards learning. They remain engaged and focused on activities of their choosing. However, there are times when adults swiftly move children on to new activities as they play and learn. In these instances, children do not fully benefit from all the education opportunities available to them.
- Generally, staff promote children's communication and language skills well. They have back-and-forth conversations with older children as they share their ideas during circle time. Staff talk to younger children as they play, naming objects and introduce vocabulary, like 'preening' and 'flowing'. However, there are times when staff do not help children to develop their home language alongside English to further support their communication and language skills. This impacts on the progress that children who speak English as an additional language (EAL) make in this area.
- Staff know children well. The planned curriculum is broad and sequenced well

overall. This helps children make generally good progress from their starting points. Children talk about what plants need to grow as they play and count the number of swans on the pond during a walk in the park.

- Staff support children's mathematical development through daily activities. They sing number songs with children, model language like 'around', 'beside', 'tall' and 'short' and help them as they look for numbers in the environment. This supports children's understanding of early mathematical concepts.
- Children's physical health is well supported. Staff provide children with healthy nutritious snacks and children get plenty of fresh air and exercise on their daily trips to the local park. As children explore the park with staff, they have conversations about what they can see. This helps children make sense of the world around them.
- Children learn about what makes them unique. They bring in artefacts from home and talk about them during circle time. Family photos are on display around the setting and children regularly pick these up and talk about their loved ones. This helps all children feel welcome and supports their levels of confidence and self-esteem.
- Partnerships with parents are positive. They praise the setting for involving them in events, such as World Book Day celebrations. Parents feel supported and receive information about their child's progress through an online app and regular parent consultations.

## Safeguarding

The arrangements for safeguarding are effective.

Effective recruitment procedures enable the manager to check staff's initial and ongoing suitability to work with children. The manager and staff understand their responsibilities to help keep children safe. They have a secure knowledge of how to recognise and respond to concerns about children's welfare. Staff know how to escalate safeguarding concerns to relevant agencies, including if there are allegations against colleagues. Staff deployment is effective. They supervise children well, inside and outside.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
support staff to consistently help children to manage their emotions, thoughts and behaviour in a positive way.	21/04/2023

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

- allow children to finish their play before moving them on to a new activity so that they fully benefit from all education opportunities available to them.
- provide more opportunities for children who speak EAL to use their home language in play and learning to further support their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY459457
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10263907
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	35
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Lilies Baby & Tots Children Centre Ltd
<b>Registered person unique reference number</b>	RP531786
<b>Telephone number</b>	07951214993
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

Early Blossom Nursery registered in 2013 but was previously known as Lilies Baby & Tots Children Centre Ltd. The nursery is open Monday to Friday, term time only, from 8.30am to 3pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are three staff, including the provider and manager, all of whom hold a relevant childcare qualification at level 5 and above.

## Information about this inspection

### Inspector

Jacquie Brown

## 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 nursery.
- The manager explained the curriculum intentions to the inspector during a learning walk of the nursery. They observed a planned activity together and evaluated the impact of it on children's learning.
- Discussions and meetings were held with the manager during the inspection.
- Parents spoke with the inspector to share their views on the quality of the nursery.
- The inspector discussed children's learning with staff and interacted with the children at appropriate times.
- The inspector held a meeting with the setting manager, looked at relevant documentation and reviewed 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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