

Inspection of Early Educators Montessori Nursery Goodmayes

51 Goodmayes Lane, Ilford IG3 9PB

Inspection date: 16 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children happily arrive to a warm welcome from staff at this highly inclusive setting. Children hang up their coats and self-register before starting their day. They show they are independent, responsible and familiar with the routines.

Leaders and staff have high expectations for children's communication and language development. This includes children who speak English as an additional language. Staff have devised a broad curriculum and plan enticing activities for children to enjoy. They organise the indoor and outdoor areas well. Children build good physical skills and coordination as they pedal and steer ride-on toys. They enjoy role play as they make imaginary meals for each other in the mud kitchen. Children have good opportunities to make choices. They independently select toys to play with and eagerly explore the different areas. Children enjoy lots of sensory play and individual attention from staff.

Staff show that they value children by listening to their preferences and dislikes. They are positive role models, who speak to children in a calm and nurturing manner. Children behave well and display good manners. They have regard for staff, each other and the nursery's resources.

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

- Staff promote children's developing language skills effectively. They offer ongoing descriptions of objects and actions for children during their interactions. Staff clearly emphasise key vocabulary and alternative words for children to master. They make good use of supportive visuals and communication aids for children with a language delay. Children learn to describe toys by their size and colour.
- Staff make good use of opportunities to support children's early literacy. For example, they support older children to learn to say the initial sounds in their favourite words.
- Children develop good self-help skills at the nursery. Staff sit next to children and support them to practise cutting fruits and vegetables using knives. Children learn to manage their toileting needs well. They learn to wipe their own noses. Children dispose of their used tissues appropriately.
- Overall, children concentrate well during child-led play. Staff make good use of these moments to extend children's ideas. They use children's interests to spark conversations and build on what they already know and can do. However, some routine whole-group circle times are not flexible enough to meet individual children's attention spans. Consequently, younger children quickly lose their focus and older children become distracted.
- Staff plan engaging activities that help children to build good small-muscle

control in their hands. For example, children enjoy making and kneading stretchy dough from raw ingredients. They learn to count how many spoons of flour they need for their mixtures. However, staff do not consistently provide most-able children with opportunities to develop their critical thinking and problem-solving skills.

- Children develop good self-esteem. Staff affirm children as they play with them. For example, staff positively describe children's features and what makes them unique as they examine their reflections in a mirror.
- Children confidently express how they feel. Staff provide explanations and reminders for appropriate behaviour. This helps children to know the difference between undesirable and desirable behaviour. Staff provide good opportunities for children to learn to name their different emotions. This helps children to say how they feel when they are upset.
- Parents commend the nursery's staff team. They say that their children enjoy being at nursery, grow in their independence and make good developmental progress.
- Leaders ensure that children with special educational needs and/or disabilities receive interventions and individualised support. The nursery's special educational needs coordinator makes sure that children have clearly devised individual educational targets. She liaises with parents and follows the advice of external professionals well. Therefore, all children make good progress.
- Leaders use additional funding appropriately. For example, they have purchased a sensory dark tent. Children benefit from having a calming space to which they can retreat. Staff use this well to help children to manage their feelings and learn to self-regulate.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a secure understanding of how to protect children's welfare. They are fully up to date with the process to follow should they have a concern. This includes a sound knowledge of the whistle-blowing procedure. Staff demonstrate they have a good knowledge of the possible signs and behaviours that would cause concern that a child may be at risk. They know their responsibilities under a range of aspects of child protection, such as domestic violence and the 'Prevent' duty. Leaders ensure that staff undergo robust recruitment checks. Therefore, only suitable adults are permitted to care for children unsupervised.

What does the setting need to do to improve?

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

- review routine whole-group circle times so that younger children in particular

- have better opportunities to build their concentration skills
- increase opportunities for most-able children to develop their critical thinking and problem-solving skills.

Setting details

Unique reference number	2619225
Local authority	Redbridge
Inspection number	10264466
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	33
Name of registered person	Early Educators Montessori Limited
Registered person unique reference number	RP554912
Telephone number	0207 998 3500
Date of previous inspection	Not applicable

Information about this early years setting

Early Educators Montessori Nursery Goodmayes opened in 2020. It is situated in the London Borough of Redbridge. The nursery opens during term time from 9am to 3.30pm, Monday to Friday. It employs seven members of staff, all of whom hold qualifications at level 3 and above. The manager holds a level 6 qualification. The nursery receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

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 the provider and has taken that into account in their evaluation of the nursery.
- The nominated individual and the inspector completed a learning walk of the nursery. They conducted a joint observation of practice.
- The inspector spoke to children during the inspection. She spoke with parents and took account of their views.
- The inspector looked at a sample of the provider's documentation, including policies and procedures, and staff's first-aid training certificates.
- The inspector had discussions with the leaders to explore the leadership and management of the nursery. The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed the quality of interactions between staff and children across 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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