

# Inspection of Rainbow Montessori School, W.Hampstead

St. James Hall, Sherriff Road, LONDON NW6 2AP

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Inspection date: 31 March 2023

**Overall effectiveness** **Good**

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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 are confident and secure at this very well-organised setting. They explore the learning environment independently, knowing where to find their favourite toys and Montessori resources. Staff ensure that the curriculum they plan is differentiated to meet the needs of all children. They have high expectations for all children, including children with special educational needs and/or disabilities.

Children's mathematical development is a priority. Staff seize every opportunity to reinforce children's early mathematical skills. With staff's encouragement, children count everyday objects, compare construction pieces by shape, size and colour and sing number rhymes regularly. They play hopscotch, shouting out the numbers as they land on them. Older children begin to explore groups of 10 and one, using coloured beads. They identify the corresponding teen numbers, recognising numbers and solving simple calculations.

Children form very secure attachments with staff, who are always calm and caring. They are very familiar with the setting's routines. They know when it is time to listen to a story or get ready for lunch and what they need to do before going home. All children behave well. They listen to and follow instructions appropriately. Children always use good manners and treat each other with kindness and respect.

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

- The manager and her staff are committed to their childcare roles. They have a clear vision for providing quality care and education for children. Staff focus on the prime areas of the early years foundation stage, enhancing the setting with Montessori teaching and resources.
- The setting is based in a church hall and the learning space is shared use. This means that staff set up and pack away the learning environment every day. However, staff use this as a positive. They change the space and resources regularly, considering children's individual learning styles, interests and development needs.
- Parents are very happy with the support their children receive. They say that their children make good progress and love attending the setting. Staff's communication with parents is good. For example, parents receive regular updates about their children's activities and have access to online information about their progress.
- Staff know all children well. They use ongoing observation and assessment to identify gaps in children's knowledge and skills, planning targeted activities to address them. However, some staff do not take account of children's needs and level of development when working with them. They do not consistently provide targeted support and teaching. This means that some children do not make as

much progress as they could.

- Children enjoy exciting activities. Staff use topics to support children's learning in specific areas of the early years curriculum. For example, children develop their understanding of animals and plants through a farm topic. The manager comments that if they cannot go to the farm, she will make sure that the farm comes to the setting. Consequently, staff have set the outside space up as a farm, with a milking area, a pigsty and a growing area. This helps children to learn about farm animals and how to look after and harvest crops.
- Staff understand the importance of developing children's communication and language skills. They model spoken English well. Children listen to stories and sing songs and rhymes regularly. They read books on their own and with staff, in the well-stocked book areas. However, some staff do not encourage children to repeat simple words and practise their spoken English. They do not use questions to generate talk. This has an impact on some children's language development.
- Children's independence, confidence and good behaviour are strengths in this setting. For example, the youngest children decide when they would like a snack. They find their bag, removing their snacks and putting them on a plate. Children pour their own drink and afterwards wash up their plate and cup.
- Staff are very well supported by the manager. They discuss how helpful she is and appreciate the fact that they can go to her for personal and professional advice. The manager provides staff with training and professional development opportunities, which helps them improve their knowledge and teaching practice. Staff feel very happy at work.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a secure understanding of their responsibility to protect children from harm. They know the referral procedures to follow should they have concerns about the welfare of a child. Staff demonstrate a secure knowledge of a range of issues relating to safeguarding children. They are proactive in sharing information with parents about safeguarding matters, including online safety. The manager completes suitability checks and regular supervision meetings to monitor staff's ongoing suitability to work with children. Children learn how to keep themselves safe, inside and outside the building.

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

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

- ensure that all staff take account of children's individual learning and development needs when working with them
- strengthen the teaching of communication and language teaching by making

sure that all staff encourage children to continually practise their spoken English skills.

## Setting details

<b>Unique reference number</b>	EY536245
<b>Local authority</b>	Camden
<b>Inspection number</b>	10280474
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Rainbow Montessori School Ltd
<b>Registered person unique reference number</b>	RP536243
<b>Telephone number</b>	02076246225
<b>Date of previous inspection</b>	8 September 2017

## Information about this early years setting

Rainbow Montessori School, W. Hampstead registered in 2016. It is situated in the London Borough of Camden. The setting opens Monday to Friday, from 8.30am to 3.15pm, during term time. It receives funding to offer free early education for three- and four-year-old children. There are seven members of staff. Of these, three hold relevant early years qualifications at level 4. The setting follows the Montessori educational philosophy.

## Information about this inspection

### Inspector

Paul Church

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning and development.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The manager and the inspector discussed the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.

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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