

# Inspection of Montessori Garden Nursery School

7 Dowdney Close, London NW5 2BP

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Inspection date: 31 March 2023

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

### **The provision is good**

Children are happy at this friendly, welcoming nursery. They show they enjoy growing and learning together. Leaders and staff have devised a broad curriculum. They plan activities that develop children's curiosity and support their wider development. For example, children participate in regular cooking and yoga activities.

Children explore across the indoor and outdoor areas with confidence. Children learn routines to help them be independent. This includes the very youngest children. They help with serving their own lunch. Staff teach children to be responsible for the tidiness of different learning areas. Older babies neatly put toys away after they finish playing with them.

Staff make good use of moments and times throughout the day to develop children's language and speaking skills. Children are polite, well mannered and well behaved. They show respect for one another and the staff. Children say 'please' and 'thank you' during their interactions.

Children benefit from the nurturing relationships that they have with staff. They trust staff to care for them when they need reassurance. Children learn important self-care practices at the right time. For example, children learn how to put their coat on and use the potty or toilet independently.

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

- Staff ensure that routines are well embedded. Children follow transitions in the routines effortlessly. They eagerly get their coats ready for outdoor play. Babies willingly retire for their naptimes. Older children know what happens next after the daily circle-time activities end.
- Children build good physical skills as they play and explore. Babies move from cruising around indoor equipment to climbing up the slide. Older children build good hand-to-eye coordination as they practise rolling balls to knock over skittles.
- Staff are kind and nurturing. They seek permission from babies before they assist them. Children form good attachments with their key persons. Babies maintain eye contact as staff talk to them. Older children feel free to tell staff about things they like and dislike.
- Staff teach children new words as they play. Young children learn the names of animals and the noises they make from playing 'what's in the basket?'. Children learn action words, such as 'knead', 'mix', 'forwards' and 'backwards', as they roll dough.
- Children behave well wherever they play. They are keen learners and

concentrate well during their activities.

- Staff ensure that they correctly pronounce numbers, songs and greetings in French and other community languages. This gives children who speak English as an additional language meaningful opportunities to hear and use their home languages at the nursery.
- Children have hearty appetites. They finish their portions at mealtimes. Children enjoy a good variety of healthy, warm meals, such as tacos, mince beef and salad. Staff sit with children at lunchtimes and engage them in conversations about the importance of eating healthily.
- Parents praise the nursery staff. They say their children are very well cared for. Parents feel their children make good progress in their learning and development and are prepared well for school.
- Staff prepare children well for their next stages in learning. Children learn to express their different feelings. They learn to name and trace letters of the alphabet.
- Key persons get to know their individual children well. They use their observations and knowledge of children's interests to plan activities to move them on in their learning. However, not all staff demonstrate they understand the agreed approaches for supporting individual children. This is because leaders' existing systems for sharing individual children's important information need further strengthening to be fully effective.
- Leaders have reflected and identified areas that need improvement. They have followed the advice of the local authority early years adviser. This has led to improvements in planning activities and the quality of observations. Leaders monitor, coach and support staff to improve their practice. They are committed to building a cohesive and skilled team, despite facing challenges with recruitment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have robust safeguarding policies and procedures. Staff know the signs and symptoms of common types of abuse. They know their local safeguarding partner roles and how they can contact them to make referrals. The nursery premises are safe and secure. Staff carry out routine checks and risk assessments of all children's activities. They identify hazards and take proactive steps to minimise the risk of accidents. Children learn the importance of oral hygiene. They learn to brush their teeth well during routine toothbrushing activities.

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

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

- strengthen existing systems for sharing important information about individual

children with staff so all staff understand the agreed approaches for supporting individual children

- continue to train, support and coach staff to build the strong, cohesive team that leaders envision.

## Setting details

<b>Unique reference number</b>	EY495678
<b>Local authority</b>	Camden
<b>Inspection number</b>	10283893
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Erdene Ltd
<b>Registered person unique reference number</b>	RP907574
<b>Telephone number</b>	020 3441 5860
<b>Date of previous inspection</b>	5 April 2018

## Information about this early years setting

Montessori Garden Nursery School registered in 2016. The nursery opens from 8am to 6pm, for 50 weeks a year. The nursery follows the Montessori ethos. The provider employs 18 members of staff. Of these, nine hold relevant childcare qualifications at level 3 and above. The manager holds a Montessori diploma, which is a level 4 qualification.

## Information about this inspection

### Inspector

Olivia Awolola

## 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 leaders and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents via phone call during the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager.
- The deputy manager accompanied the inspector on a learning walk of the nursery.
- The inspector sampled a range of the nursery documentation and records.

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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