

Inspection of Hope Montessori Nursery School

Unit 11a, West End Quay, South Wharf Road, London W2 1JB

Inspection date: 29 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and are welcomed by friendly staff. Children have formed strong and warm bonds with the staff. They settle quickly after parents leave. Older children are independent. They find their pegs and hang their coats and belongings. Children feel safe at the setting. They go to staff for reassurance and cuddles when they need to.

Staff have high expectations of children's learning and development. Small groups of younger children make play dough with staff. They develop their fine motor skills by using a spoon to mix the dough. They play with the dough, rolling, patting and poking it. The children select activities, they complete puzzles and engage in sensory play with mirrors, fabrics and colourful balls. Children pretend play in the home corner, while others sit on the sofa with a book.

Staff interact well with the children and extend their play. Older children are excited during music rhyme sessions. They join in with actions and some children sing along. Children are creative, they make patterns with natural materials, such as stones. Children paint butterflies, as they finish their paintings on the easel they write their initials on the artwork. Children play in the soft-play area. They develop their physical skills in a very well supervised environment. Children and staff use their imagination to retell stories.

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

- Staff know the children well and plan activities that help them develop. Younger children who have started the nursery show good progression in their learning. Babies sit up and reach for objects and enjoy tummy time. Older children recognise numerals and choose activities practising number sequences.
- Children develop high levels of confidence and independence skills. Younger children are encouraged feed themselves, while older children help set the table at mealtimes. Children independently use the toilet facilities and wash their hands. Staff supervise and support this well.
- Children set up a theatre, they make tickets to sell to the audience. Staff follow their lead and join in with their game, discussing the improvements they are making to the theatre. Children listen to staff and respond to instructions, especially when they transition between activities. Overall, children play with their friends well and overall behaviour is good. However, at times children become over excited and play is not always purposeful. Staff do not use this opportunity to offer clear explanations, to help children to understand what is expected of them and help them to learn how their actions have an impact on others.
- Healthy meals are prepared for the children, staff sit with the children and talk

to them about why the foods are healthy. The staff role model eating meals. They talk about the 'corn, mash' and the 'sour' tasting sauce. However, staff do not encourage children to finish eating their meals, and quickly offer home snack. This does not help children learn to gain a strong understanding of the benefits of eating healthy, balanced meals.

- Staff develop children's communication and language skills well. The environment is language rich. Staff talk to the children about what they are doing and read to them. Outdoors, staff interactions remain of a high level and children pretend play. They cook tomato soup and pour it into bowls for staff. Staff use good questioning skills. For instance, they support children to think about the correct temperature of the tomato soup before eating it. This helps children to think and work things out on their own.
- The provider and manager have considered the challenges of a new and developing staff team. They have made adaptations to allow an induction programme to be delivered to staff, including risk assessments. Staff have access to regular training opportunities. More local outings have been planned, with a clear purpose to develop children's curiosity and exploration.
- Partnership with parents is strong. Parents say their children are well cared for and communication between staff and parents is regular. Parents comment on the many ways that staff support the children's learning and development. They can see the progress their children are making. Staff keep parents updated about their children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

All staff have very good knowledge of child protection. They are aware of the signs of abuse and would report concerns to the designated safeguarding lead. The designated safeguarding lead is aware of the referral processes. Staff can identify signs of radicalisation, female genital mutilation, and online safety concerns. The provider is aware of safer recruitment processes and ensures that all staff employed by the setting are vetted in line with guidance. The ongoing suitability of staff is checked thoroughly.

What does the setting need to do to improve?

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

- extend staff's understanding of how to support children to behave appropriately and understand the impact their behaviour has on others
- extend children's understanding of how healthy eating habits contribute to their overall health, in particular at mealtimes.

Setting details

Unique reference number	EY366745
Local authority	Westminster
Inspection number	10264810
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	53
Name of registered person	Hope Montessori Nursery School Ltd
Registered person unique reference number	RP910998
Telephone number	020 4511 0120
Date of previous inspection	27 June 2017

Information about this early years setting

Hope Montessori Nursery School registered in 2008. The nursery is situated in Paddington, in the London Borough of Westminster. The nursery operates each weekday from 8am to 5pm, throughout most of the year. The provider receives funding to offer free early education for children aged three and four years. The provider employs 12 members of staff, of whom 8 hold appropriate early years qualifications ranging from level 2 to level 3. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Davinder Dhaliwal

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 provider.
- The inspector had discussions with the manager, nominated person throughout the day and during the learning walk.
- The inspector observed the quality of education provided at the setting for all age groups. The impact was evaluated.
- Discussions with staff members, parents and children took place, the inspector reflected on these discussions.
- Joint observation were carried out with the manager, feedback and outcomes were discussed.
- The inspector viewed the provision and discussed the safety and suitability of the premises and procedures adopted.

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