

Inspection of The Grove Montessori

The Grove Montessori, Grosvenor Road, Wanstead E11 2EW

Inspection date: 6 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and thrive in this superbly resourced nursery. They flourish in this stimulating and exceptionally welcoming provision. They separate well from their parents and are particularly keen to see staff and their friends on arrival. They settle quickly, exploring the wide variety of experiences on offer across the provision. Babies make excellent progress with their physical skills. They develop strength in their legs as they pull themselves up on the secure furniture in the attractive learning environment. Older children are challenged to create their own still-life artwork. They are encouraged to look and study closely and then draw what they see and think. Staff support children to communicate their own ideas about the object and foster their creativity. Children's behaviour is exemplary. Staff skilfully model the language of conflict resolution with them. This contributes to children's ability to state their needs confidently, to take turns and to share resources successfully. Children play cooperatively and demonstrate a keen awareness of the needs of others.

Children have frequent trips out to museums, galleries and farms, as well as experiences in the local area. This enhances their learning and their understanding of the natural world. Children learn about the local community and each other's family backgrounds through skilful teaching by the staff team. Children experience a language-rich environment, where their vocabulary develops rapidly. Older children are extremely confident to communicate their ideas and are encouraged to contribute across all areas of learning by staff. They speak fluently and have an extensive range of vocabulary. This is demonstrated by children contributing to oral storytelling, which helps build vocabulary and enhances memory recall. Children with special educational needs and/or disabilities receive swift and targeted support from skilled and highly trained staff. As a result, all children make rapid progress from their starting points.

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

- Leaders and managers have expertly developed their exceptionally ambitious curriculum for all children. They have achieved this through using information from their precise monitoring of children's interests and their deep understanding of what children need to learn and do next.
- The nursery environment is very well planned and organised so that children have abundant opportunities to engage in open-ended, stimulating play. Staff use the inspiring facilities and equipment to a high standard, and children have a very wide variety of environments to explore.
- Children show amazing communication skills and develop a wonderful love of books and stories. Staff display fiction and non-fiction books in all areas, and children choose the book of the month, which is shared with parents. Staff

incorporate the book of the month in all areas of learning and make their own innovative resources as part of this. This enhances children's learning experiences.

- The outdoor area, including the 'seaside conservatory' and the wood lodge, is a magical, creative and exciting place for children. They love spending time here, where they independently access stimulating and challenging resources that add another level of learning, curiosity, awe and wonder for them.
- Staff ensure their interactions with children are respectful and harmonious. This contributes to children's confidence and self-awareness. The youngest children benefit from close and nurturing relationships with staff who place babies' unique needs at the centre of everything they do. Care routines maximise the opportunity for gentle one-to-one communication. This considered approach supports children's emotional well-being and nurtures strong feelings of security.
- Staff are excellent role models for communication and language. They reinforce children's understanding with effective use of simple sign language. Staff use rhythm, rhyme and stories to extend children's speech and language skills. Younger children delight in participating in a familiar rhyme where they can interact using puppets.
- Staff consistently encourage children to be independent. Children make clear progression in these skills as they move through the nursery. Babies learn to use spoons to feed themselves. Young children skilfully use knives and forks at lunchtime, and older children capably help set the table. For example, they know where to get the plates, cutlery and glasses from in the cupboards, and after their meal, they know how to stack the dishwasher. They competently wash their hands and persevere with putting on their coats to play outdoors. This fully supports children to manage their own personal needs when they are ready to move on to school.
- Partnerships with parents are exceptionally strong. The highly effective communication systems ensure that parents are fully aware of their children's experiences and how to continue this support at home. Parents feel supported and praise the nursery's work, particularly during the COVID-19 pandemic. They highly appreciate the workshops that the nursery provides for them, giving them a deeper understanding of the importance of what and how their children are learning.
- Staff benefit from regular supervision, coaching and support. This provides leaders and managers with good oversight of workloads and staff well-being. There are superior arrangements for reflecting on and improving practice, including extensive professional development opportunities for staff. This results in staff's high-quality interactions and the nursery's continually evolving practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an exceedingly comprehensive knowledge of child protection policies and procedures. They are extremely vigilant and fully committed to protect all children in their care. Leaders ensure that staff's training is up to date, and they

have an excellent understanding of what to do if they are concerned about a child's well-being. Safeguarding documentation is clearly displayed to enable quick access if the need arises. Children's safety and welfare at the nursery are given the utmost priority. Children play in a secure, well-maintained environment where staff are vigilant to any potential risks. Risk assessments are exceptionally detailed and effective. Managers follow safer recruitment procedures.

Setting details

Unique reference number	2621750
Local authority	Redbridge
Inspection number	10264515
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	94
Number of children on roll	107
Name of registered person	Treehouse Nursery School Limited
Registered person unique reference number	RP523844
Telephone number	0203 404 4308
Date of previous inspection	Not applicable

Information about this early years setting

The Grove Montessori registered in 2020 and is located in Wanstead, in the London Borough of Redbridge. It operates from a two-storey converted church hall and is open from 7.30am to 6.30pm, all year round. It provides care for children from the age of three months to five years. The majority of staff hold appropriate childcare qualifications at level 2 through to level 6. Funded early education is provided for three- and four-year-old children.

Information about this inspection

Inspector

Anne Maher

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 held discussions with senior management and carried out a learning walk with them. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed teaching and learning, indoors and outdoors.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents to gain their views and experiences of 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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