

# Inspection of Red Robin Montessori

83 Bensham Manor Road, THORNTON HEATH, Surrey CR7 7AF

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Inspection date: 16 May 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 learn to look after things and to be respectful, which runs through the ethos of the nursery. Staff consistently model behaviour in a way in which they would like children to follow. They use kind words and provide a narrative to develop children's language. Children feel safe in a consistent and calm environment. They access resources, which are carefully set up to allow them space to think and explore. Children select their own toys or choose from activities which staff plan. All activities have a clear intent, which gives children a purpose for their learning.

Children look after toys, help to tidy away and know to fold their jumpers after use. Children know to change shoes into slippers for indoors and do so without direction. Small children roll up their sleeves and wash their hands, taking turns and making way for their friends. After lunch, children clear and scrape their plates and sit awaiting their pudding. Staff chat to children, talking about the food they are eating and encouraging them. Everyone eats together, including staff. This helps to give a feeling of togetherness in the nursery.

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

- Staff organise the nursery in a way which helps children to access resources and then return them once finished. Staff support children to use toys and then replace them ready for the next child. This teaches children to value equipment and encourages them to think about others. Children use all resources with purpose. This helps children to concentrate and become immersed in what they are doing.
- Young children participate in activities, such as playing with dough, for long periods. They manipulate different textured rollers and squeeze and roll using their fine motor skills. This helps their muscle development, which is needed for future writing. Toddlers delight in chasing large, rainbow coloured balls, which helps to develop their walking skills and coordination. Staff laugh along and acknowledge the fun. They name the colours of the ball and add vocabulary, such as 'bounce'.
- Staff are responsive to children's needs. This helps children to feel confident to explore and try new things. Children show care and consideration for each other. Staff adapt activities to suit the stage of development and ability of each child. For example, they encourage some children to recognise double-digit numbers, and other children to recognise single-digit numbers. Staff do this with the same level of encouragement for all children.
- Children have opportunities for physical play outdoors each day. They use a variety of bicycles and equipment to climb on to aid their balance. Children play games led by staff to help to develop their social skills.

- Children enjoy freshly prepared meals and enjoy healthy snacks. Staff remind them to drink water throughout the day. They remind children to use manners and sit nicely. Children listen and respond well.
- Periodically, staff invite parents into the nursery. This coincides with when children move up through the rooms. This process helps parents to familiarise themselves with staff and what their children will learn. Displays on the wall show pictures which children have completed at home with their parents. This helps to celebrate the multicultural nature of the nursery, such as by sharing information about food, flags and important events in children's lives.
- Leaders have a shared passion and outlook towards the education of children at the nursery. This is passed on to staff through training and by modelling good practice. An established staff team know children and each other well. Communication is good and each room runs smoothly.
- Children's concentration levels are high. They are motivated to explore and solve problems. Children discuss and help each other to complete puzzles, taking turns and considering solutions. They congratulate each other when they finish their puzzles and staff praise their efforts.
- Children are familiar with routines and can often be heard describing what will be happening next. However, at times, some children are left doing nothing while waiting for their peers or staff to complete tasks. This means that some become fidgety and unsure of what to do.
- The nursery makes good use of assessment to track and set targets for children with additional needs. Parents, professionals and staff work together in partnership to help meet individual needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery is clean and safe. Children are aware of rules to keep them safe, such as only five children can go down the stairs at one time. Staff make sure that external doors are locked and use a buzzer system to control entry to the nursery. Staff monitor each area to keep it free from hazards. All staff have safeguarding and first-aid training and know what to do should there be a concern or incident. Staff attend ongoing training and leaders monitor their understanding. Leaders attend regular safeguarding forums to keep up to date with local issues and training. They have secure procedures for allergies and administering medication.

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

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

- reconsider the organisation of some routines to reduce waiting times for children.

## Setting details

<b>Unique reference number</b>	EY358567
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10288600
<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>	60
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Red Robins Montessori Ltd
<b>Registered person unique reference number</b>	RP906945
<b>Telephone number</b>	02086659611
<b>Date of previous inspection</b>	11 April 2018

## Information about this early years setting

Red Robin Montessori registered in 2008 and is located in Thornton Heath, Surrey. It is open every weekday, for 49 weeks of the year. The nursery opens from 7.45am to 6.30pm. It provides funded early education for children aged two, three and four years. The nursery employs 24 members of staff, all of whom hold an appropriate early years qualification. It follows the Montessori approach to education. The manager and the deputy manager are Montessori trained.

## Information about this inspection

### Inspector

Zoe Duggan

## 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 staff and has taken that into account in their evaluation of the provider.
- The inspector played alongside children and sought their views.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a mathematical activity in the nursery garden with the manager.
- Parents spoke to the inspector and shared their views.
- The manager showed the inspector a sample of documentation, such as evidence of the suitability of staff.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views

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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