

# Inspection of Carol Jane Montessori Nursery School Ltd

80 The Ridgeway, Enfield, Middlesex EN2 8JF

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Inspection date: 8 September 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children and families are supported to the highest level in this outstanding nursery. Staff have a precise assessment process, which starts at the children's home visit. They build on this knowledge of their key children over time. Staff intently observe children's interests and expertly plan activities around their key children's fascinations. Parents are involved in the assessment process from the start. Their contributions are valued and used. There is a strong focus on broadening children's experiences to help to overcome the adverse impact that the COVID-19 pandemic has had. For example, in response to the impact of screen time on children's development, staff plan a book of the month and have a lending library so that parents can read extensively to children. In addition, children spend extended periods of time in the forest school and doing daily physical activities in the highly challenging outdoor play environment to support them to be active learners.

All children make excellent progress across all areas of the early years curriculum. This includes children with special educational needs and/or disabilities. Staff's use of flash cards supports new children to learn about the routines and their expectations to help them to manage their feelings throughout the day. Children have wonderfully strong and trusting relationships with their key persons. These relationships ensure that children feel very safe and secure at nursery. Children learn and play with confidence. They demonstrate independence and resilience in all that they do. Staff expertly role model good behaviour and language. Children's behaviour is exemplary. Children consistently treat one another with kindness and respect, and they value one another's contributions during their play.

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

- Leadership and management are inspirational. The management team works tirelessly to meet the needs of the children who attend and their families. The management team's improvement plans are delivered quickly and effectively to keep standards at the setting of the highest quality. The whole staff team shares the continuous drive for improvement. Staff have numerous opportunities for professional development and undertake regular training. This means that children consistently receive the highest quality of care and education.
- The learning curriculum is embedded securely. Children are incredibly willing to find out more and are motivated to take part in the activities. For example, younger children paint large walls with water and develop a love for mark making. Older children make large wall art. They paint over a variety of textures and explain how they have practised making different shades of a colour. They know that if a small amount of white paint is added the colour gets lighter.
- Children participate in a wealth of activities that support their speech and language development. For example, toddlers delight as they feed the two

rabbits and talk about the importance of eating carrots to help them grow bigger. Staff strengthen older children's understanding of new vocabulary through repeating and reinforcing new words consistently. Children confidently articulate what they already know and are confident to try out these new words during their play.

- Staff work relentlessly to instil a love of books and literacy. For example, after reading the story 'The three little pigs', children investigate a range of materials that are soft and hard. Children collaboratively build houses with rubber bricks. They quickly work out that a house with bricks is the best material, after trying to stick straw and sticks together. In addition, parents come in as 'mystery readers' to retell a story and ignite children's imagination, sparking discussion, curiosity and compassion.
- Children's emotional well-being is promoted consistently. Children are mindful of their feelings and those of their friends. They actively promote inclusion. For example, when a small group of children build an obstacle course with large wooden blocks, they call out to their friends to join them. They use steering wheels attached to rods and pretend to weight lift as they carefully balance and walk across them.
- Staff help children to understand the benefits of healthy lifestyles. Children take responsibility and are highly independent at mealtimes. They set the tables, pour drinks, socialise with friends by chatting and showing interest in each other, and clean up afterwards.
- Partnerships with parents are superb. Children have access to a comprehensive range of home-learning materials. Parents have access to a wealth of support and information, which the setting delivers through coffee morning workshops. Parents contribute to their children's home learning and report that they value being fully included in their children's learning journey. They are thrilled that their children are making accelerated progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at every level have a robust knowledge of the nursery's safeguarding procedures. They have solid systems in place for recording any concerns about children's welfare. Staff know which professionals to refer concerns to when a child is at risk of harm. Staff hold paediatric first-aid certificates. Leaders have extremely thorough recruitment and induction procedures. The ongoing suitability of staff is checked at regular intervals. The deployment of staff is highly effective. Staff thoroughly risk assess the environment, and the equipment is fit for purpose.

## Setting details

<b>Unique reference number</b>	135264
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10308002
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Carol Jane Montessori Nursery School Limited
<b>Registered person unique reference number</b>	RP523817
<b>Telephone number</b>	020 8364 4440
<b>Date of previous inspection</b>	13 March 2018

## Information about this early years setting

Carol Jane Montessori Nursery School Ltd registered in 1991 and is located in Enfield, in the London borough of Enfield. The nursery opens from Monday to Friday for 51 weeks per year, and sessions are from 8am to 3pm. There are 14 members of staff working with children. The manager holds a qualification at level 6, eight staff hold appropriate qualifications at level 3, and four staff are qualified between level 4 and level 7. The provider receives funding to provide free early education for three- and four-year-old children. The nursery follows the Montessori ethos.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector had a long discussion with the provider/manager and the director.
- The manager showed the inspector documentation to demonstrate 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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