

Inspection of St Mary's Summerstown Montessori Nursery School

46 Wimbledon Road, London SW17 0UQ

Inspection date:

24 November 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 to this safe nursery happily. The friendly manager and staff warmly greet children by name at the door. Staff ensure that children have access to a good balance of child-initiated and adult-led activities. They provide children with a stimulating curriculum that covers all areas of learning and the Montessori philosophy. This encourages and motivates children to want to have a go and learn.

Staff plan fun activities to help to stimulate children's love of literacy. During story time, children have opportunities to choose picture props from the story 'Handa's Surprise.' Staff extend children's understanding of the world and vocabulary. They teach children new words, such as 'avocado', 'antelope' and 'guava'. Staff challenge children's thinking by asking open questions to encourage them to recall what happens next in the story.

Children develop their early writing skills well. They are encouraged to make marks using a range of materials. For example, children use their fingers to create meaningful letters in the sand. Staff have high expectations for all children, whose behaviour is good. Staff are proactive at making children aware of the 'golden rules' in the nursery. They set clear boundaries to help children to learn right from wrong.

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

- Key persons understand their role and responsibility to monitor and assess children's learning effectively. They keep parents well informed about their children's learning and what children need to learn next. These strong partnerships support parents to be active and involved in their children's learning. For example, staff provide parents with book bags to promote their children's reading at home. Parents appreciate the observations and photos on their children's online learning profiles.
- The manager and the special educational needs and disabilities coordinator (SENCo) have developed good links with the local authority's SENCo and inclusion officers. They are swift to access targeted support and funding to enable them to help children and parents in and out of the setting. This helps children to make good progress.
- Although staff promote children's speech and language, they do not provide consistent opportunities for children who are bilingual and speak English as an additional language to see, hear and use their home languages within the nursery.
- Children show effective levels of independence in their play, such as they self-select activities and resources that interest them. They persevere to manage tasks, such as using tongs to pick up fruit as they serve themselves at snack

time and pour their own drinks. Children grow in confidence in their abilities and develop positive levels self-esteem.

- Staff help children to gain secure early mathematical skills. For instance, children learn to count in sequence as they use coloured counters to represent the number on sandpaper number cards. They access the pretend cash register in the role-play area and learn about calculations and money through enjoyable pretend play.
- Children have good opportunities to develop their physical skills. For example, they learn to manoeuvre their bodies in various ways as they take part in weekly yoga activities. Children use their arms and legs to do butterfly stretches and butterfly wings. They access the outdoor area daily to take part in a variety of activities. Children have tremendous fun as they access wheeled vehicles. They skilfully use their feet to propel themselves forward along the coned racecourse.
- Staff do not consistently provide children with opportunities to explore a range of resources that help them to build on their growing awareness of how things work.
- Parents are extremely happy with the service provided. They speak highly of the care and education their children receive. Parents comment that staff provide a family feel and get to know their children and families.
- The conscientious manager implements effective systems for self-evaluation. This helps her to assess and review how various groups of children are progressing within the nursery. The manager seeks the views of others, such as staff, parents and local authority advisers, to further extend children's outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The staff and designated safeguarding leads have an effective understanding of safeguarding and child protection. They are able to discuss signs that would concern them of abuse linked to faith or belief, county lines and the 'Prevent' duty. Staff understand who to go to when they have concerns. They know how to escalate their concerns when needed. The manger implements robust safer recruitment procedures and monitors staff's ongoing suitability to ensure that they continue to be suitable to work with children. This includes the vetting of staff's backgrounds, obtaining references and staff attending termly meetings and supervision sessions.

What does the setting need to do to improve?

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

- provide opportunities for children to see, hear and use their home languages within the nursery to enhance their communication even further
- increase opportunities to strengthen children's awareness of how things work.

Setting details

Unique reference number	EY355698
Local authority	Wandsworth
Inspection number	10308220
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	2 to 4
Total number of places	30
Number of children on roll	27
Name of registered person	Maitland, Elizabeth Jean
Registered person unique reference number	RP906795
Telephone number	0208 9477359
Date of previous inspection	21 March 2018

Information about this early years setting

St Mary's Summerstown Montessori Nursery School registered in 2007 and is one of two privately owned nursery schools. It operates from a church hall in Tooting, located in the London Borough of Wandsworth. The nursery operates during term time, from 8.45am to 2.15pm, Monday to Thursday and on Friday, from 8.45am to 1pm. The nursery receives funding to provide early education for children aged two, three and four years, as well as additional funding for vulnerable children. There are six staff members, including the provider. Staff hold appropriate qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Trisha Edward

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 the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together.
- The inspector observed the quality of education indoors and outdoors and assessed the impact on children's learning.
- The manager and the inspector conducted a joint observation.
- Parents shared their views of the nursery with the inspector.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector held several discussions with staff and children during the inspection.

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