

# Inspection of Stepping Stones Montessori Nursery Ltd

Church of the God of Prophecy, 39 Kitto Road, LONDON SE14 5TW

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Inspection date: 18 December 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**

The manager and staff work together to promote children's independence. For example, children learn to always tuck in their chairs, carefully hang their coats up and serve themselves food. Staff's expectations of children are high. They promote children's self-sufficiency by expecting them to do things for themselves. Children make decisions about what they want to play with. They display very high levels of competency. Children are confident and excited to do things for themselves and each other.

Staff have high expectations of children. Babies learn to make their own play dough and remember the ingredients. They pour oil and flour and learn how to knead dough. The youngest children persevere and try hard, even when they find things difficult. They are motivated and excited to learn.

Staff teach children to understand their feelings. They help them to understand why it is important to share. Staff ask questions about how children feel when they share with their friends. Children learn how their behaviour impacts on others. They have very high respect for each other and staff. Children are very well mannered. Staff expect them to use kind words and polite language. Children learn to be kind to others. They feel safe and respected.

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

- The manager and staff create a purposeful learning environment. They use resources that support all children to reach their developmental milestones. Staff teach children to make choices about what they want to do. Children spend time practising skills that they need to learn. They are very well prepared for the next stage of their education.
- Staff plan activities that support children to deepen their understanding. For example, in the garden, children grow vegetables. They observe changes throughout the seasons. Children visit the local supermarket to select foods and cook them. Children understand where food comes from. They talk about and remember long term what they have learned.
- Staff assess what children know and can do. They get to know children well and quickly identify any gaps in their learning. Staff share this information effectively with parents and external agencies. They support children with special educational needs and/or disabilities well.
- Overall, staff's interactions with children are of a high quality. However, on occasion, staff do not consistently support children to use the most ambitious new language in their play. This means that children do not always develop fluency at the highest levels.

- Parent partnerships are strong. Parents report that meetings at the nursery help them to understand children's next steps in learning. They say that staff support their children's transitions to local schools. Parents comment that information from staff helps them to extend their children's learning at home.
- Staff have strong relationships with children. They do whatever it takes to support children's emotional well-being. Staff have nurturing and supportive relationships with children. They listen to children and support them to express their feelings. There is a culture of respect in the nursery between children and staff. Children feel happy and form secure attachments with staff and their friends.
- The manager carries out regular supervision sessions with staff. She helps staff to identify their own professional challenges and celebrate their achievements. Staff report high levels of well-being. They work with the manager to identify professional development opportunities. This helps their teaching skills to continue to develop over time.
- Staff understand that children need regular fresh air and exercise. Children spend extended periods of time outside. They play in the garden and playground and visit the local park every day. Children rapidly develop physical skills. They learn that being physically active supports their growth and physical health.
- Staff support children to learn about their social responsibility. Children learn about the environment and how they can take care of it. Children understand that there are other people in the world who are disadvantaged. They learn about how their actions affect the world around them and other people.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the safeguarding issues that may affect children in their care. They regularly attend training to help to keep their knowledge and skills up to date. The manager has an effective procedure for recruiting staff and checking their ongoing suitability. Staff and the manager know how to report any concerns to the appropriate authorities. They know what action to take in the event of an allegation being made about an adult. Staff regularly carry out risk assessments of the nursery and beyond.

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

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

- develop interactions with children to support them to develop their fluency in language at the highest levels.

## Setting details

<b>Unique reference number</b>	129056
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10307987
<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>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Stepping Stones Montessori Nursery Limited
<b>Registered person unique reference number</b>	RP523958
<b>Telephone number</b>	020 7277 6288
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Stepping Stones Montessori Nursery Ltd registered in 1996 and is located in the London Borough of Lewisham. The nursery employs six members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or higher, including three staff at level 3 and two staff at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery follows the Montessori educational philosophy. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Daurge

## 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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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