

Inspection of Snowflakes Day Nursery & Montessori

100 CARLYLE AVENUE, SOUTHALL, MIDDLESEX UB1 2BL

Inspection date: 10 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children behave exceptionally well while at the nursery. Staff support this by reinforcing the nursery's rules. They use positive phrases such as 'sharing is caring'. Children show that they are happy and confident at this nursery. They have a friendly nature. For example, older children confidently waved and said 'hello' when the inspector entered the playroom. Staff are caring towards children. They comfort younger children with a cuddle before naptime.

Throughout the nursery, there is a strong focus on children developing their independence. Staff encourage children to complete tasks for themselves. When joining in with an art activity, children squeeze paint from bottles into trays. Children show confidence when independently using tissues to clean up after water has been spilt. They show that they are proud of themselves when they have accomplished a task. This develops children's independence skills and allows them opportunities to enhance their self-esteem.

Children have a variety of opportunities to learn about different countries, people and cultures. They demonstrate this knowledge when they use the nursery's tablet to explore images of beaches in Kenya. They create their own beach images using paint, sand and shells. Children also spend time exploring ice and snow in the sensory tray. As they do this, staff speak to them about different countries with colder climates. This develops their understanding of the world.

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

- Children have opportunities to develop their mathematical understanding. For example, staff count with children as they transfer pieces of fruit to their snack bowls. Older children have opportunities to explore mathematical concepts such as cutting a piece of fruit to create larger quantities.
- Leaders use different methods to evaluate the nursery. From this they identify areas of strength, as well as areas that they would like to improve on. This shows that leaders in the nursery are reflective.
- Overall, staff can identify where children currently are in their development and the next steps in their learning in most areas of the curriculum. Children have opportunities to use their gross motor skills. For example, children take part in dancing activities during circle time. Outdoors, children ride bikes and use the climbing frame. However, some staff are less confident when identifying next steps for children who have already developed some gross motor skills. This means that, on these occasions, they do not always plan specific learning opportunities to support children to develop their gross motor skills further.
- Story time is an enjoyable experience for children. Staff use different voices and gestures. Children engage well and listen to the story being read to them. This

supports children to develop an interest in story sessions.

- Staff introduce children to a wide range of vocabulary. For example, staff use language such as 'cleaning agent' when using baking soda and salt to clean copper coins. This supports children to develop their language skills.
- Children have many opportunities throughout their time at the nursery to develop new and existing skills. However, on occasion, staff do not give children enough time to explore their learning, before moving on to the next learning intention, for example during an activity where children used different cleaning products to clean copper coins. Children remained interested in cleaning their coins but staff attempted to move them on from this and engage them in conversations, without giving them enough time to explore what they were doing. At times like this, children do not always consolidate their learning.
- The nursery is inclusive to all children. The special educational needs and disabilities coordinator (SENDCo) has a good knowledge of how to support children who may require extra support. Children have individual support plans and strategies have been identified to ensure that all children are supported to make good progress.
- Parents share positive views of the nursery. They explain how information is shared via an online platform, as well as regular conversations with staff.
- Leaders say that the setting is focused on developing children's social experiences. Children have plenty of opportunities to take part in activities in small and large groups. This gives them opportunities to develop and enhance their social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's knowledge on children's next steps for their physical development, particularly their gross motor skills
- ensure staff and leaders plan and implement activities to ensure that children have more opportunities to explore and consolidate focused learning intentions.

Setting details

Unique reference number	EY393991
Local authority	Ealing
Inspection number	10305503
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	1 to 4
Total number of places	35
Number of children on roll	27
Name of registered person	Snowflakes Day Nursery & Montessori Ltd
Registered person unique reference number	RP901394
Telephone number	02085 716378
Date of previous inspection	23 February 2018

Information about this early years setting

Snowflakes Day Nursery & Montessori registered in 2002 and is located in Southall, in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, for 50 weeks of the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. Six members of staff work with the children. One member of staff holds qualified teacher status and two members of staff hold an appropriate level 3 qualification. Of the remaining staff, all hold appropriate childcare qualifications at level 2. In addition, a cook is employed by the provider. The nursery operates in line with the Montessori educational philosophy.

Information about this inspection

Inspector

Emma Long

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 and director joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager and director about the leadership and management of the nursery.
- The SENDCo spoke to the inspector about how staff support children with special educational needs and/or disabilities.
- 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 director.
- The inspector spoke to several parents 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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