

Inspection of MMI Preschool

The Pavilion, Cottenham Park, Melbury Gardens SW20 0DH

Inspection date: 18 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to explore as they start their day. They are welcomed by warm and enthusiastic staff, who cuddle them as they enter the room. This helps children to settle well and supports their sense of belonging. Staff use Montessori resources to support children to develop their independence. Children select individual activities, such as grinding their own coffee beans, and carefully put the resources away when they have finished.

Children play cooperatively together as they role play outside using large-scale construction toys and hammers. They show their understanding of early mathematical concepts as they play sensory ice games, filling and emptying containers alongside early counting. Children develop their creativity and motor skills as they join in with play dough activities. They confidently use tools to cut and mould and proudly show off their creations to staff, who respond with enthusiasm and praise. This further supports children's self-esteem.

Staff have high expectations for children and their behaviour and are positive role models. Children behave extremely well and have a good understanding of how to manage their emotions and feelings. Children who speak English as an additional language and children with special educational needs and/or disabilities (SEND) are supported well. Staff are able to use early identification to put in early support. This ensures these children make good progress.

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

- Leaders and staff have a thorough understanding of the Montessori approach and this is weaved effectively throughout the curriculum. Children stay engrossed in practical life tray activities they have selected and repeat them often. This supports children to embed essential skills needed for later life. Children engage in weekly cooking activities, which reflect the backgrounds of all children. This supports their developing maths skills and their understanding of other cultures.
- Staff promote children's health. They provide healthy meals and snacks and talk to children about healthy food choices. Children are encouraged to be independent, follow good hygiene routines and learn how to keep themselves safe. They confidently wash their hands after messy activities and use the toilet when needed. On arrival, children confidently put on their slippers. When going outside, they put on their own coats and shoes. Staff consistently offer praise and encourage children to keep trying.
- Key-person relationships are strong. All staff, including leaders, know the children extremely well. Children have developed good relationships with all staff. They approach them for cuddles, and interactions are warm and attentive.

Children are given plenty of opportunity to be creative. For example, they prepared for the 'Big Garden Birdwatch' by making their own bird feeders. Children confidently made their own creations, and staff supported children's individual choices.

- Children who speak English as an additional language and children with SEND are supported well. Staff work closely with parents and professionals to ensure that children progress well. Staff encourage children to use their home languages alongside good spoken English. Children also participate in Spanish lessons where they confidently count and learn new phrases. Staff support children's language development well. They repeat words and ask questions to children. However, this could happen more consistently to encourage language development even further and strengthen children's critical thinking.
- Partnerships with parents are strong. Parents consistently praise staff and comment on how supportive they are. Parents are often involved in celebration days at the nursery and receive regular feedback about how their children are progressing. Leaders provide parents with a wealth of information, including where to access local services and home learning, through their termly newsletter.
- The manager is dedicated and passionate about her role. She has established a strong, consistent team. Staff feel their well-being is supported and they have access to a variety of training to support children's individual needs. The manager is confident in safeguarding practices and ensures staff understand their responsibilities. The manager maintains strong links with the local authority and engages in external projects to share skills and knowledge. This develops their professional development and enhances practice even further.

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:

- enhance questioning techniques further to strengthen children's language development and deepen their critical thinking.

Setting details

Unique reference number	EY394181
Local authority	Merton
Inspection number	10312375
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	25
Name of registered person	Modern Montessori International Limited
Registered person unique reference number	RP525383
Telephone number	02089475453
Date of previous inspection	27 April 2018

Information about this early years setting

MMI Preschool registered in 2009. It is located in Raynes Park, in the London Borough of Merton. The nursery is open from Monday to Friday, from 9am to 3.45pm, during term time only. The nursery receives funding for free early education for children aged two, three and four years. There are four staff, including the manager. Of these, two staff hold appropriate early years qualifications, including qualified teacher status and a level 3 qualification, and the manager holds early years professional status. The nursery follows the Montessori educational philosophy.

Information about this inspection

Inspector

Tania King

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 their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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