

Inspection of The Montessori Pavilion

The Montessori Pavilion, Vine Road, London SW13 0NE

Inspection date: 31 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 enter the nursery confidently and know the routine well. They greet staff and settle quickly. Long-standing staff meet children and parents warmly and use every opportunity to share information. Staff work hard to promote positive relationships and a feeling of openness and trust.

Children choose from a variety of activities designed to spark their interest and aid their development. Older children persevere and show dexterity when feeding play dough through a tube. They experiment with how much pressure to use and show delight in making 'a yummy chocolate caterpillar' when the play dough squidges out the end.

Staff choose to create books for each child showing their progress. Children and parents enjoy looking through the pictures and express pride. Staff know children well and demonstrate this through careful planning. They carefully monitor each child's progress. Staff ensure that they meet the needs of every individual child, including children with special educational needs and/or disabilities (SEND).

Children show deep concentration when problem solving. They meticulously build a tower using different shapes. Children show motivation to try again when the tower falls. They watch and learn from their peers as the tower is built, then try to reproduce this on their own later.

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

- Children show consistently high levels of respect for others. Staff model the behaviour they expect and regularly remind children of the rules in the pre-school. Children use good manners and understand to put things away, ready for the next person. Staff support children to share and be aware of their peers.
- Children learn independence, with a focus on school readiness. Staff support children to be confident with letters and numbers. Staff regularly teach children on a one-to-one basis, ensuring that each child builds on what they know and can do. Children enjoy the attention and are eager to do well.
- Staff encourage children to engage with familiar activities to help to improve to their skills. They sit alongside children and talk about what is happening. However, sometimes, staff ask questions and do not always give children time to answer. In addition, staff sometimes do not consistently introduce new language or repeat back words that children say unclearly.
- Managers make every effort to communicate with staff. Staff report good working relationships and feel happy and supported. They have weekly meetings to discuss children's progress and their ideas and practice. Staff have access to external training, which they share with other staff to the benefit all. However,

managers do not always deliver training to staff with a clear message, which can lead to gaps in staff's knowledge.

- Staff communicate effectively with outside agencies and work well in partnership to provide a consistent approach for children, including those children with SEND. Staff, outside agencies and parents share strategies and work together to ensure the best outcomes for children.
- Most staff show a good understanding of how children learn. Staff know children well and describe each one with affection. They choose activities and resources with care and to reflect each child and their learning need. Staff demonstrate to children how to play and interact with each resource. Once children's play has finished, staff remind them where to put the resources.
- Children enjoy access to a large green space and regular trips to the playground. Staff accompany children as they run, swing and balance. Children challenge themselves to climb higher, each time looking to staff for reassurance. Children show delight and increased confidence as they achieve their goals. Staff watch children carefully and congratulate them and give them praise.
- Parents feel supported and receive clear guidance on their child's development. Parents report that communication is good, and they appreciate the feedback they receive at the end of each day. They are happy with the robust settling-in process and the approach to seeking information, such as their children's medical needs and allergies. Parents are confident that children are safe, happy and ready for the next step in their learning.

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:

- support staff to help children with their language development further, such as by using high-quality questions to allow children more time to think and respond
- ensure that training for staff is clear and their understanding is checked.

Setting details

Unique reference number	511429
Local authority	Richmond Upon Thames
Inspection number	10331624
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	21
Name of registered person	Dashwood, Georgina Helen
Registered person unique reference number	RP904993
Telephone number	
Date of previous inspection	31 January 2020

Information about this early years setting

The Montessori Pavilion registered in 1992. It is situated in the London Borough of Richmond. The pre-school is open during school term time, from 9am to 12.30pm, Monday to Friday, with some extended sessions until 3pm on Tuesdays, Wednesdays and Thursdays, depending on demand. The provider receives funding to provide early education for children aged three and four years. There are seven childcare staff, of whom the provider and the manager are Montessori trained. The pre-school nursery follows the Montessori method of education.

Information about this inspection

Inspector

Zoe Duggan

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account in their evaluation of the pre-school.
- The inspector observed the quality of the education being provided across the pre-school, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity in the pre-school with the manager.
- Parents spoke to the inspector and shared their views.
- The manager showed the inspector some documents regarding the suitability of staff.
- The manager joined the inspector on a learning walk and talked to the inspector about the pre-school.

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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