

Inspection of Eden Montessori Nursery

Kensington United Reformed Church, Allen Street, LONDON W8 6BL

Inspection date: 8 February 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

Staff have developed close and secure bonds with the children. As a result, children are settled in this welcoming and positive environment. Children smile as they arrive, and they are eager to explore the many exciting activities staff have planned for them. Staff form warm and caring relationships with children and value them highly as individuals.

Staff find out about the home care routines for all children, which helps children to settle easily into the nursery. Staff are clear about their expectations and explain why certain behaviours are not acceptable. They have high expectations of all children, and children behave very well. Children are confident and motivated to learn. Staff ensure they take time to get to know all children individually. They know children's interests and plan activities that engage all children. All children make good progress in their learning and development.

Staff encourage children to value healthy routines, such as enjoying healthy meals and snacks. They interact warmly with children during nappy changes and while washing hands. This supports children to feel safe and secure. Staff teach children about the importance of keeping safe, for example covering mouths while coughing, wiping noses and putting tissues in the bin. Children remind each other about these behaviours.

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

- Children have plenty of opportunities to develop their language and learn new words. They listen to stories, have relevant and meaningful conversations with staff and enjoy singing songs. However, on occasions, some staff do not provide sufficient time for children to consider and answer questions posed to them to further extend learning. Overall, all children, including children who speak English as an additional language, make good progress in their communication and language development.
- Staff know the children well and regularly observe and track their progress. They plan exciting activities based on children's interests, what they know and what they need to know next. Any gaps in learning are quickly identified. Leaders ensure the curriculum is well sequenced, ambitious and challenging for all children.
- Staff plan regular outings to the library, local shops, restaurants and bank. They use these outings to support children's understanding of the world around them, what makes them unique and to make connections with their local community. This supports children to develop a sense of identity and valuable social skills for the future.
- Children behave very well and are curious to learn. They build positive

relationships with their friends and staff. They focus on activities well. Children are kind to each other and support each other when they need help. Staff praise children as they learn new knowledge and skills. However, on occasions, staff do not manage routines and transitions for younger children well. This can lead to some children not always being engaged in their learning and feeling restless.

- Children have a wide range of opportunities to develop their independence and self-care skills. At mealtimes and snack times, children serve themselves and access water. Children make choices in their own play and independently access resources. Older children understand the importance of tidying up after themselves and wiping up spillages to keep them safe.
- Partnerships with parents are strong. Parents talk positively about the setting and the progress their children make. Staff provide regular updates on children's progress and information on what children are learning and their next steps. Parents discuss that this helps support their children's learning at home.
- Leaders and managers support staff in their practice well. There are lots of opportunities for professional development that supports staff's teaching skills. For example, staff have completed recognised childcare qualifications. Supervision arrangements are used effectively to identify and support staff's needs. This has had a positive impact on children's learning and staff's well-being.
- Staff receive guidance and support from leaders. They put in place and follow policies and procedures to ensure the setting runs safely. Leaders and staff have good knowledge of safeguarding and child protection issues and know how to report concerns. Daily risk assessments are carried out before the children arrive, and the provision is clean and safe.

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's understanding of supporting children's language development to extend learning
- consider routines for young children so they are consistently engaged during transitions.

Setting details

Unique reference number	EY407830
Local authority	Kensington and Chelsea
Inspection number	10305438
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	1 to 4
Total number of places	32
Number of children on roll	51
Name of registered person	Williams, Mary Mah
Registered person unique reference number	RP515635
Telephone number	0207 937 7337
Date of previous inspection	21 February 2018

Information about this early years setting

Eden Montessori Nursery registered in 2010. It is located in the Royal Borough of Kensington and Chelsea. The nursery is open each weekday from 8.30am to 5.30pm, during term time only. The nursery employs 15 members of staff, nine of whom hold appropriate childcare qualifications ranging from level 2 to qualified teacher status. The staff use the Montessori teaching method combined with the early years foundation stage. The setting is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Nelam Pooni

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 led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want the children to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as first aid qualifications and Disclosure and Barring Service checks.

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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