

# Inspection of Les Petites Etoiles Bilingual Montessori – Angel

4 Collins Yard, London N1 2XU

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Inspection date: 13 February 2024

<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff at the nursery have high expectations of the children. They teach them to carefully select activities that they want to try. Staff create a calm environment for children to focus and concentrate. They role model perseverance and how to complete tasks. Children have time to practise new skills as well having a go at new ones. Staff understand the importance of repeating tasks to build on skills. Staff want children to be open to trying ambitious new tasks. Children are eager to have a go, they have positive attitudes to learning.

Staff speak three languages at the nursery, English, French and Mandarin. They have positive and warm interactions with the children. Staff teach new vocabulary and introduce more complex sentences to children. Children rapidly gain communication skills in both their home and other languages. Children are skilled communicators who develop fluency at ambitious levels.

Staff teach children to identify and understand their feelings. They teach children to be considerate of others in their play. For example, when children need to wait to water the plants, staff explain calmly to them. Staff build strong and trusting relationships with the children. Children feel safe and relaxed. They behave well.

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

- The managers and staff create a curriculum with a strong intent. They value and nurture each child's unique talents and interests. All staff share this vision. Children feel listened to and express themselves with confidence. Staff deliver an ambitious curriculum. Children are well prepared for the next stage of their education.
- The curriculum is well sequenced. Staff carefully plan activities and outings that extend children's learning. For example, when children learn about Chinese New Year, they visit the shop and get ingredients to make dumplings. They learn how to buy and use products to create food together. Children feel motivated to learn. They are well prepared for the next stage of their education.
- The nursery is inclusive. The managers work with external professionals to support children's individual needs. Where the nursery receives funding for disadvantaged children, staff identify toys and equipment that support their individual talents and interests. All children, including children with special educational needs and/or disabilities are well supported.
- Children's speaking and listening skills are promoted well. Children join in with activities in Mandarin, English and French. They know which members of staff speak which language. Children are confident talkers. They engage in back-and-forth conversations with their friends and staff. Children reach their developmental milestones.

- Care practices are effective. Children sleep in a calm and quiet environment. They learn to be independent. Staff teach children to wash their hands and feed themselves at lunch time. Children use cutlery and pour their own water. When children struggle, staff encourage children to have one more try. They are excited to hear praise and experience success. Children have high levels of self-esteem.
- Overall, children are keen to join in. However, on occasion staff do not fully consider the individual needs of children when planning focused activities. As a result, children do not always focus and try hard. At these times, children do not always reach the best possible outcomes.
- Parent partnerships are strong. They report that children learn new vocabulary and sing songs in different languages that they learn at nursery. Parents say that the information they receive about activities helps them to extend their children's learning at home.
- Staff at the nursery teach children about differences. They invite parents and children to share their different cultures within the nursery. Staff teach children to understand different family dynamics and home lives. Children develop high levels of respect for other people.
- The managers are reflective of their practice. They regularly arrange professional development opportunities for staff. Staff report that they have high levels of well-being. They say that supervision sessions and further training help them to feel confident.

## **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:**

- further develop how staff consider the support that children need to join in and concentrate in focused activities at the highest levels.

## Setting details

<b>Unique reference number</b>	131709
<b>Local authority</b>	Islington
<b>Inspection number</b>	10307991
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	M.A.R.S Montessori Schools Limited
<b>Registered person unique reference number</b>	RP906939
<b>Telephone number</b>	0207 099 0453
<b>Date of previous inspection</b>	16 March 2018

## Information about this early years setting

Les Petites Etoiles Bilingual Montessori – Angel registered in 2000 and is part of a small group of privately owned nurseries. It is located in Angel in the London borough of Islington. The nursery's educational ethos is based on the Montessori method and teaches children in French, Mandarin and English. The nursery opens Monday to Friday, from 8am to 6pm, for most of the year. The nursery provides funded early education for three-year-old children. It employs 16 staff, eight of whom hold appropriate early years qualifications at levels 3 or above.

## Information about this inspection

### Inspector

Kate Daurge

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- 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 that this was having on children's learning.
- The inspector carried out joint observations of a group activity 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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