

Inspection of Maple Montessori Nursery

3a Neville Gill Close, Wandsworth SW18 4BS

Inspection date: 23 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff create a happy, welcoming and nurturing learning environment. They have high expectations for children's learning and behaviour and plan an ambitious curriculum and wide range of stimulating activities that children enthusiastically enjoy. Children show high levels of emotional well-being and develop positive attitudes towards learning. Staff are positive role models. They actively join in with children's play and learning and give lots of encouragement. Staff effectively promote children's good behaviour. For instance, they give them clear messages about kindness and sharing and help them to wait for their turn. This helps children to behave well.

Staff have clear intentions for children's learning and create a learning environment that successfully supports children's independence and natural desire to learn. Younger children have good fun exploring resources connected to 'The Very Hungry Caterpillar' story. They eagerly discuss different foods, days of the week and how caterpillars transform into butterflies. Children show good interest in the story. Older children show high engagement when listening to the story 'Handa's Surprise'. Many children demonstrate strong prior knowledge and discuss how the story is set in Africa. Staff effectively introduce new words, such as 'savannah' and 'climate'. This challenges older children's knowledge and understanding of the world extremely well. Children show that they feel happy and safe. It is evident that they have good bonds with the friendly staff and enjoy their time at the nursery.

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

- Staff have worked hard to address the action and recommendations raised at their previous inspection. Staff have engaged in additional behaviour management training to help to strengthen their skills and knowledge. Staff are reflective and committed to continuing to enhance different aspects of the environment and their practice.
- Staff provide children with a rich and exciting curriculum that offers a good balance of child-led and adult-led activities. Staff know individual children extremely well and carefully plan activities based on children's interests and what they need to learn next. Staff use meaningful interactions well, overall, to support children to move forward in their learning.
- Staff effectively support children with special educational needs and/or disabilities and those who speak English as an additional language. For instance, staff work closely with other early years professionals, such as speech and language therapists, to provide children with tailored support. This helps children to receive good levels of consistency and supports their future learning.
- Staff place strong emphasis on supporting children to develop a positive view of

themselves. Children are highly inquisitive and behave very well. They are eager to join in and show respect for their environment and each other.

- Staff effectively help children to lead active and healthy lifestyles. For example, children benefit from daily walks or visits to the local park. Furthermore, they participate in a weekly dance class. This helps to develop their physical skills and improves their overall health and well-being.
- Staff foster children's curiosity well. Staff working with older children are highly skilled at asking children effective questions and encouraging children to develop their own thinking skills. Staff working with younger children offer good commentary as they play. However, on occasion, they do not maximise all opportunities that arise to extend younger children's language skills and knowledge to the very highest level.
- Staff naturally build children's self-esteem as they play. This is apparent when staff play a range of games with children to get them talking and to boost their confidence. Staff have identified the importance of continuing to encourage quieter children to contribute their ideas to the group. They are developing different strategies to support all children's active participation.
- Staff form positive relationships with parents. Parents comment that they feel well involved in their children's learning and receive daily updates about their day. They add that they also receive more detailed information about their children's new achievements and development during termly meetings. Parents highly value how kind and caring staff are and express that their children are making very good progress.

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:

- continue to strengthen staff working with younger children to extend their language development and learning to the very highest level.

Setting details

Unique reference number	EY459457
Local authority	Wandsworth
Inspection number	10284313
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	35
Number of children on roll	14
Name of registered person	Lilies Baby & Tots Children Centre Ltd
Registered person unique reference number	RP531786
Telephone number	07951214993
Date of previous inspection	8 March 2023

Information about this early years setting

The nursery registered in 2013 but was taken over by the current owners in 2018 and recently changed its name to Maple Montessori Nursery. The nursery is open Monday to Friday, term time only, from 8.30am to 3pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are three staff, including the provider and manager, all of whom hold a relevant childcare qualification at level 5 or 6.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a range of observations to assess the quality of children's experiences at the nursery.
- The inspector completed a learning walk with a member of the leadership team and discussed the nursery's curriculum aims and ethos.
- The inspector spoke to parents and children during the inspection to gain their views.
- A range of documentation was viewed, including staff members' qualifications and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024