

Inspection of Willow Park Montessori Day Nursery

19 Glenlyon Road, Eltham, London SE9 1AL

Inspection date: 29 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

Children are safe and happy in this friendly and welcoming nursery. Staff are compassionate and nurturing, which helps new children settle quickly. Children are confident, and staff develop secure bonds with their key children. They spend their time talking and interacting with children, which motivates them to play in and explore the stimulating environment. Children test out their thoughts and ideas as they play. For example, pre-school children eagerly investigate materials and follow instructions in a booklet to build a complex structure. Children show high levels of concentration and focus.

The curriculum is varied and broad, providing children with learning experiences that promote curiosity and excitement. There is a strong emphasis on supporting children to become confident communicators. For example, children access the reading corner and select their favourite books, which staff then read to them. Within this supportive nursery, children make good progress in their learning and development.

Staff have high expectations for children's behaviour. They are positive role models for children. For example, they encourage children to say 'please' and 'thank you'. Children understand the rules and boundaries in place and follow routines well. For instance, children take turns when using resources. Staff regularly praise children's efforts and achievements. This helps to raise their self-esteem and develop their confidence to try new experiences. Children demonstrate respect towards each other and develop meaningful friendships.

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

- Leaders and staff implement a well-designed curriculum tailored to children's interests and needs. Children develop skills essential for their future. For instance, children learn how to make marks, form recognisable letters and write their names. These skills contribute to preparing children for the next steps in their educational journey.
- Staff enrich children's language skills and expand their understanding of the world. For example, pre-school children learn about various environmental features by exploring textures and colours. Children understand and are encouraged to use words such as 'mountain', 'ocean', 'island' and 'snow', which helps to extend their language development.
- Staff handle care routines for children sensitively and hygienically. For example, staff engage with young children in a comforting manner, talking and singing to them during nappy changes, fostering a positive and reassuring experience. This is one way that staff support children's physical and emotional needs.
- The daily routines promote self-care among children. They are encouraged to

wash their hands before eating their meals and to feed themselves. However, at times, staff do not encourage children to attempt tasks for themselves, such as pouring water into their cups and wiping their noses. Consequently, these practices do not fully promote opportunities for children to develop their independence and self-care skills even further.

- Staff know the importance of promoting healthy lifestyles. Children are provided with nutritious, home-cooked meals and snacks. They enjoy daily fresh air and exercise in both the large garden area at the setting and the nearby park. This supports children to move in different ways to strengthen their muscles and build their coordination skills, which in turn contributes to children's overall well-being.
- Partnership with parents is positive. Parents speak highly of the nursery. They are appreciative of the care and attention their children receive from staff. Parents get to know their child's key person through effective settling-in and communication arrangements. Parents are pleased with the communication they receive, which includes daily updates on an online childcare application and verbal feedback. Parents report on the good level of progress their children make while attending the nursery.
- Leaders are passionate and dedicated to their roles. They engage in regular self-evaluation to identify further ways to build on their good practice. However, occasionally, leaders do not address areas for development in a timely manner. For example, leaders identify the support some staff need to develop their already good knowledge and skills in childcare further. However, this support is not always provided promptly to help staff to deliver the highest quality of care and education to the children.
- Staff have a good understanding of the reporting procedures if they have any concerns regarding the well-being of a child or the behaviour of staff members. Staff keep children safe throughout the day through ongoing risk assessments. Additionally, leaders follow robust recruitment processes to ensure that staff are suitable to work with children. The premises are safe and secure.

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:

- encourage children to attempt tasks for themselves to develop their independence and self-care skills even further
- address areas for development in a timely manner to raise good practice to the

highest possible level.

Setting details

Unique reference number	509616
Local authority	Greenwich
Inspection number	10308101
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	30
Number of children on roll	40
Name of registered person	Willow Park Children's Nurseries Limited
Registered person unique reference number	RP904331
Telephone number	0208 850 8753
Date of previous inspection	15 March 2018

Information about this early years setting

Willow Park Montessori Day Nursery registered in 1992. It is located in Eltham, in the London Borough of Greenwich. The nursery is open from 8am until 6pm, Monday to Friday, for 45 weeks of the year. It follows the Montessori method of education. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate qualifications at level 2 or above, including one member of staff who holds qualified teacher status. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Yemi Afolabi

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 provider showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff spoke with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the provider.
- Parents shared their views of the setting 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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